

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

Board Approval Date: October 24, 2023
Public Presentation Date: August 22, 2023

Mission Statement

Dorsey Elementary along with GISD will provide a quality education for all students

In a way that:

- *Continually increases expectations for and achievement of every student
- * Develops self motivation and strong work habits in all students
- * Ensures a safe and well maintained, technologically equipped environment
- * Successfully educates a culturally and economically diverse student population
- * Stimulates continuous professional growth which ensures effective, research based classroom instruction, and
- * Engages families and the community as active and equal partners in education,

So that:

Every student will be equipped for life-long learning, responsible citizenship, and productive employment in a rapidly changing and diverse society.

Vision

Norma Dorsey Elementary accepts the responsibility to empower students to be successful learners. Our purpose is to model a positive attitude towards learning, which incorporates active listening skills, appropriate behavior, and responsibility in an organized, pleasant, and inviting environment. Norma Dorsey students will eagerly participate in the journey of life long learning, developing into respectful and resourceful citizens.

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: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 65% in 2023 to 70% in 2024.






Evaluation Data Sources: 2023 STAAR spring results-all students

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will intentionally teach academic vocabulary in context using visuals and applications that include discussing, writing, and illustrating.</p> <p>Strategy's Expected Result/Impact: Classroom Walkthroughs Lesson Plans PLC/WDM</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Instructional materials and supplies - 6300 Supplies and Materials- Title I Funds - \$1,182</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>45%</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use district provided reading/writing curriculum with fidelity- teacher guides, small groups, and AVID strategies (including organizational skills), with a focus on higher level questioning for comprehension.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Assessments Learning Logs Classroom Walkthroughs</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will facilitate all students' independent reading and writing accountability, including but not limited to: reading response journals, goal setting, motivational systems to celebrate learning on the campus, and AVID/Lead4Ward instructional support strategies.</p> <p>Strategy's Expected Result/Impact: Students journals Assessments Learning logs Organizational tools</p> <p>Staff Responsible for Monitoring: Administration Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: materials and instructional supplies to aide parents of dyslexic students - 6300 Supplies and Materials- Title I Funds - \$800, writing journals for k students - 6300 Supplies and Materials- Title I Funds - \$610</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and intervention specialists will use differentiated and responsive instruction and conduct small reading groups to increase fluency, vocabulary, and reading comprehension. An additional emphasis will be placed on EB, Special Education, At-risk, Economically Disadvantaged, and 504.</p> <p>Strategy's Expected Result/Impact: Assessments Intervention logs Progress monitoring RTI/SST</p> <p>Staff Responsible for Monitoring: Administration Intervention specialists Teachers Counselor Dyslexia Teachers</p> <p>Problem Statements: Student Learning 1, 2, 5</p> <p>Funding Sources: Instructional materials and supplies - 199 - PIC 23 SPED State Allotment Funds - \$600, Instructional resources for differentiated and responsive instruction - 199 - PIC 24 State Comp Ed Funds - \$825</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Students in grades 3-5 will be provided opportunities to participate in extended day to receive targeted, small group instruction in the areas that have been identified for individual student growth with an emphasis on EB, Economically Disadvantaged, Special Education, 504, and MTSS identified students.</p> <p>Strategy's Expected Result/Impact: Assessments Classroom walkthroughs Sign-in sheets</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Administrators and teachers will develop and facilitate a Family Learning Night targeting reading and collaboration between home and school.</p> <p>Strategy's Expected Result/Impact: Assessments Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Payroll for teachers - 6100 Payroll- Title I Funds - \$600, materials and supplies to support literacy - 6300 Parent Involvement. Supplies T1 - \$5,488</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers and dyslexia specialists will use differentiated instruction and conduct small reading groups and stations to increase fluency, vocabulary, and reading comprehension. They will collaborate with families to increase understanding of students' instructional needs and strengthen the home/school connection.</p> <p>Strategy's Expected Result/Impact: Assessments Intervention logs Progress monitoring RTI/SST/504</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselor Dyslexia Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Instructional materials and manipulatives - 199 - PIC 24 State Comp Ed Funds - \$895</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will participate in PLCs (Professional Learning Communities)/WDMs (Weekly Data Meetings) multiple times during the school year to improve instruction and desegregate data to inform small group targeted instruction.</p> <p>Strategy's Expected Result/Impact: Assessments Lesson Plans Intervention</p> <p>Staff Responsible for Monitoring: Teachers Administration Interventionist Campus Support Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Payroll for substitutes for additional PLCs - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 1 Problem Statements:






Student Learning
<p>Problem Statement 1: Based on the 2023 STAAR Reading assessment results, 41% of EB students in grades 5 met the Meets Grade Level standard compared to 63% of EB/EL students in 21-22. Root Cause: Language acquisition, meaning of words/using context clues, academic vocabulary development, reading comprehension skills, higher order thinking skills, inconsistency of intentional small groups</p>
<p>Problem Statement 2: Based on the 2023 EOY Reading MAP data 44% of 5th grade students met their projected growth compared to 55% of students in grades 2-4. Root Cause: Inconsistent goal setting/coaching, computer test taking skills/strategies (going back to look at the passage), MAP vocabulary vs. STAAR and curriculum vocabulary (ie central idea/main idea), format of questions, inability of students to mark text (paper), , inconsistent expectations for students, learning and testing environment inconsistent</p>
<p>Problem Statement 5: Based on 2023 TELPAS Yearly Progress Indicator only 56% of EB students demonstrated growth in English Language Acquisition. Root Cause: Language acquisition, meaning of words/using context clues, academic vocabulary, academic vocabulary development, reading comprehension skills, higher order thinking skills; typing skills, inability to articulate through syntax or dialogue.</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 2: Percent of EB (Emergent Bilingual) students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 56% in 2023 to 60% in 2024.

Evaluation Data Sources: TELPAS spring administration testing data -all students

Strategy 1 Details	Reviews			
<p>Strategy 1: Bilingual/ESL teachers will intentionally teach academic vocabulary in context using visuals and application that include students dialogue, reflective writing, illustrating, and real-world experiences.</p> <p>Strategy's Expected Result/Impact: Assessments Classroom walkthroughs Learning logs Journals</p> <p>Staff Responsible for Monitoring: Administration Sheltered English Representative/ELST Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 5</p> <p>Funding Sources: Technology developed to increase vocabulary - 199 - PIC 25 Bil../ESL State Allotment Funds - \$3,591</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use data gathered from formal and informal assessments and documentation to guide instruction in both small group and whole group instructions to meet the needs of EB students.</p> <p>Strategy's Expected Result/Impact: Assessments Classroom Walkthroughs Learning Logs</p> <p>Staff Responsible for Monitoring: Administration Sheltered English Teacher Teachers Bilingual Intervention Paraprofessional</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 2 Problem Statements:

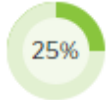

Student Learning
<p>Problem Statement 1: Based on the 2023 STAAR Reading assessment results, 41% of EB students in grades 5 met the Meets Grade Level standard compared to 63% of EB/EL students in 21-22. Root Cause: Language acquisition, meaning of words/using context clues, academic vocabulary development, reading comprehension skills, higher order thinking skills, inconsistency of intentional small groups</p>
<p>Problem Statement 2: Based on the 2023 EOY Reading MAP data 44% of 5th grade students met their projected growth compared to 55% of students in grades 2-4. Root Cause: Inconsistent goal setting/coaching, computer test taking skills/strategies (going back to look at the passage), MAP vocabulary vs. STAAR and curriculum vocabulary (ie central idea/main idea), format of questions, inability of students to mark text (paper), inconsistent expectations for students, learning and testing environment inconsistent</p>
<p>Problem Statement 5: Based on 2023 TELPAS Yearly Progress Indicator only 56% of EB students demonstrated growth in English Language Acquisition. Root Cause: Language acquisition, meaning of words/using context clues, academic vocabulary, academic vocabulary development, reading comprehension skills, higher order thinking skills, typing skills, inability to articulate through syntax or dialogue.</p>

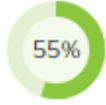




Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on the STAAR Science, will increase from 17% in 2023 to 40% in 2024.

Evaluation Data Sources: 2023 STAAR spring results-all students

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide interactive and engaging lessons that will build a stronger foundation and understanding of science content as it applies to real-world situations.</p> <p>Strategy's Expected Result/Impact: Assessments Classroom walkthroughs PLCs</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Instructional materials and supplies - 199 - PIC 24 State Comp Ed Funds - \$575</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will teach academic vocabulary in context using visuals and application that include discussion, writing, and illustrating.</p> <p>Strategy's Expected Result/Impact: Assessments Classroom walkthroughs</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Instructional supplies and materials - 199 - PIC 24 State Comp Ed Funds - \$950</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will complete challenges related to Science, Technology, Engineering, Art, and Math in order to make real-world connections, develop problem solving skills, and build a better understanding of the content while creating a final product.</p> <p>Strategy's Expected Result/Impact: STEAM projects Lesson plans Assessments</p> <p>Staff Responsible for Monitoring: Administrator Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Materials and supplies for creating STEAM projects - 199 - PIC 24 State Comp Ed Funds - \$700</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Administrators and teachers will develop and facilitate Family Learning Night to include hands on STEAM activities and manipulatives to foster parent and family engagement, and home/school connections.</p> <p>Strategy's Expected Result/Impact: Parent sign-in sheets Parent survey results</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Supplies for Family STEAM Night - 6300 Parent Involvement. Supplies T1 - \$1,110, Payroll for teachers - 6100 Payroll- Title I Funds - \$700</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Students in grade 5 will be provided opportunities to participate in extended day to receive targeted, small group instruction in the areas that have been identified for individual student growth with an emphasis on EB, Economically Disadvantaged, Special Education, 504, and MTSS identified students.</p> <p>Strategy's Expected Result/Impact: Assessments Classroom Walkthroughs</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


Performance Objective 3 Problem Statements:



Student Learning
<p>Problem Statement 5: Based on 2023 TELPAS Yearly Progress Indicator only 56% of EB students demonstrated growth in English Language Acquisition. Root Cause: Language acquisition, meaning of words/using context clues, academic vocabulary, academic vocabulary development, reading comprehension skills, higher order thinking skills; typing skills, inability to articulate through syntax or dialogue.</p> <p>Problem Statement 6: Based on the 2023 STAAR Science assessments, 12% of Economically Disadvantaged students in grade 5 met the Meets Grade Level standard compared to of 22% Non-Economically Disadvantaged students. (waiting on final disgregation of scores from the state) Root Cause: Vocabulary, lesson connections/multiples exposures/ visuals, scientific application, real world experiences, scaffolding of prior years learning to 5th grade rigor and expectations, test questions wording/format, reduced instructional block time, inability to articulate using science academic vocabulary</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: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR Math, will increase from 51% in 2023 to 60% in 2024.

Evaluation Data Sources: 2023 STAAR spring results-all students

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate fact fluency, word problems, and higher level thinking opportunities through work stations, technology, and DOLs (Demonstration of Learning) to be used as progress monitoring tools to be shared during PLC/WDMs.</p> <p>Strategy's Expected Result/Impact: Assessments PLC/WDM minutes DOLs Classroom walkthroughs</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Instructional supplies and resources needed to create math stations throughout the building - 6300 Supplies and Materials- Title I Funds - \$750, Subs needed for PLCs - 6100 Payroll- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be responsible for tracking and setting appropriate growth goals with individual students multiple times throughout the year using a variety of assessments: ie ST Math, IReady, CBAs, and Zearn.</p> <p>Strategy's Expected Result/Impact: Assessments Goal sheets PLC/WDM</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in grades 3- 5 will be provided opportunities to participate in extended day to receive targeted, small group instruction in the areas that have been identified for individual student growth with an emphasis on EB, Economically Disadvantaged, Special Education, 504, and MTSS identified students.</p> <p>Strategy's Expected Result/Impact: Assessments Classroom walkthroughs Sign-in sheets</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize MAP, ST Math, IReady and other data to identify students needing additional support in acquiring Math skills. Math groups will receive targeted small group instruction that will enable students to move from concrete to abstract thinking. Student growth will be closely monitored with an emphasis placed on EB, Special Education, Economically Disadvantaged, 504, and MTSS identified students.</p> <p>Strategy's Expected Result/Impact: Assessments Intervention logs Goal sheets Data cards</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Instructional supplies and materials - 199 - PIC 24 State Comp Ed Funds - \$1,200, Substitutes for small group instruction - 6100 Payroll- Title I Funds - \$678</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 4 Problem Statements:

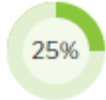



Student Learning
<p>Problem Statement 3: Based on the 2023 STAAR Math assessment results, 37% of Economically Disadvantaged students in 3rd grade and 5th grade met the Meets Grade Level standard compared to 43% Non-Economically Disadvantaged 3rd and 5th grade students in 21-22.(waiting on final diseggregated test scores from the state) Root Cause: Academic vocabulary, scaffolding of prior years of foundational skills, higher level questioning skills, perseverance, multi step problems, new answer types (multiple answers)</p> <p>Problem Statement 4: Based on the 2023 EOY Math MAP data, 82% of 3rd grade students met their projected growth compared to 35% of students in 2nd, 4th and 5th grade. Root Cause: Inconsistent goal setting/coaching, computer test taking skills/strategies, MAP vocabulary vs. STAAR and curriculum vocabulary (ie place value), format of questions, inconsistent expectations for students, testing environment and expectations inconsistent</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 (ie In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Room) was 12% in 2023, the target percent will be 11% in 2023.

Evaluation Data Sources: 2023 Review 360 EOY Incident Summary Report + Skyward Consequence Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators and counselor will develop and facilitate professional development and resources specific to the social emotional learning of all students and staff, with an emphasis on Special Education, Tier 2 and 3 Intervention, and responsiveness to students' needs.</p> <p>Strategy's Expected Result/Impact: Review 360 Professional development Counselor log/lessons</p> <p>Staff Responsible for Monitoring: Administration Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Sensory and calming resources/materials - 199 - PIC 23 SPED State Allotment Funds - \$692, Instructional supplies and materials - 6300 Supplies and Materials- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development opportunities and resources will be provided for staff, students, and families that will support positive behavior, foster the development of relationships, and create a culture of mutual respect and inclusiveness in the classroom.</p> <p>Strategy's Expected Result/Impact: Review 360 Professional development Counselor log/lessons</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and staff will work collaboratively with parents to revise the School/Parent Compact, to adjust to the additional needs brought on by the COVID 19 Pandemic. 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>Strategy's Expected Result/Impact: School/Parent Compact Meeting Notes/Agenda</p> <p>Staff Responsible for Monitoring: Administration Parents Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Administrators and teachers will provide transitional activities for kindergarten to lay the foundation and build positive partnerships with families as they begin their school journey and 5th grade students as they prepare for and transition to middle school.</p> <p>Strategy's Expected Result/Impact: Parent sign in sheets Assessments Parent Survey</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop jointly with, and distribute to parents a written Parent Family Engagement policy that describes how the school will inform families of the school's participation in the Title I, Part A program, and strategies that the school will use 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 available at no cost.</p> <p>Strategy's Expected Result/Impact: Parent sign in sheets Communication modes Parent Survey Agendas</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Fall and Spring Parent-Teacher conferences will be offered to all families to further facilitate and promote a strong connection between home and school. Individual student success will be discussed and documented, as well as the Student/Parent Compact.</p> <p>Strategy's Expected Result/Impact: Parent sign in Individual student documentation Parent Survey</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</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 6: The total percent of parents who participate in the GISD Family Engagement Survey will increase from 29% in spring 2023 to 35% by 2026. (SY2024 interim goal = 25% for district)

Evaluation Data Sources: Participation %

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be provided with IPADs at night events to complete the survey and additional paper copies will be sent home for completion.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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>				