

Garland Independent School District

Park Crest Elementary School

2023-2024 Goals/Performance Objectives/Strategies



Board Approval Date: October 24, 2023
Public Presentation Date: August 29, 2023

Mission Statement

MISSION STATEMENT

The Mission at Park Crest ES is to provide an engaging environment that promotes student creativity and develops successful learners.

Vision

VISION STATEMENT

The Vision at Park Crest ES is to start students on a journey that prepares them for college, careers, and to be productive citizens.

Table of Contents

MISSION STATEMENT	2
VISION STATEMENT	2
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 equity in student management.	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 equity in student management.

Performance Objective 1: Percent of students in grades 3, 4 and 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 47% in 2022-2023 to 70% in 2023-2024 to 90% by 2026.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK-5th grade teachers will implement strategies from the Science of Teaching Reading with the emphasis on the following components:</p> <ul style="list-style-type: none"> -assessing students reading level with MClass in grade K-3 (BOY, MOY, EOY) - teachers differentiate decodable/guided reading groups during and after school by planning targeted skill instruction for each group on their reading level - students will participate in skill based reading stations based on the Circle (PK), MClass monitoring tool (K-3), MAP Continuum (4-5) and local assessments. <p>Strategy's Expected Result/Impact: Teachers will utilize instructional planning calendars each 9 weeks to develop lessons aligned with grade level TEKS to increase student progress and mastery on STAAR and fluency and comprehension skills as measured by mClass running records.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Planning Days for Teachers - 6100 Payroll- Title I Funds - \$7,250</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Intervention specialist and classroom teachers will utilize small group instruction to provide intervention for at-risk students.</p> <p>Strategy's Expected Result/Impact: Tier 3 students will receive small group instruction to increase student reading levels while teachers pull small groups to increase reading skills.</p> <p>Staff Responsible for Monitoring: Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 50% of students in grades 3-5 scored in the "below" or "well below" range for Oral Reading Fluency as measured by the End of Year MCLASS. Root Cause: Reading fluency activities and practice in grades 3-5 are not implemented with fidelity.</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 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 55% (met yearly and long term goal) in 2023 to 76% by 2026.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will record themselves reading a passage or describing a picture biweekly in English, monitoring for fluency, porosity, articulation and duration up to two minutes.</p> <p>Strategy's Expected Result/Impact: Students' English language acquisition as measured by TELPAS will increase.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Headphones for students to record fluency tests. - 6300 Supplies and Materials- Title I Funds - \$1,290, Subs for additional training for our EBs and materials and supplies to support our ELs - 199 - PIC 25 Bil../ESL State Allotment Funds - \$3,990</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 50% of students in grades 3-5 scored in the "below" or "well below" range for Oral Reading Fluency as measured by the End of Year MCLASS. Root Cause: Reading fluency activities and practice in grades 3-5 are not implemented with fidelity.</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 students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 11% in 2022-2023 to 30% in 2023-2024 to 80% by 2026.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure that science instruction on collaborative, hands-on activities while providing real world examples; possible real-world examples would be field trips and other businesses bringing science to the campus. Strategy's Expected Result/Impact: Higher achievement in Science, specifically 5th grade STAAR Science. Staff Responsible for Monitoring: Teachers</p> <p>Supplies, Materials, and Resources for science learning and to replenish science labs - 6300 Supplies and Materials- Title I Funds - \$1,250, Collaborative, Hands-on activities, real world examples, field trips - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$500</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Collaborative, Hands-on activities, real world examples, field trips - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$500, Materials for hands on activities - 199 - PIC 24 State Comp Ed Funds - \$4,515</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>				

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 demonstrating mathematical proficiency, as measured by Meets Grade Level performance will increase from 36% in 2022-2023 to 50% in 2023-2024 to 90% by 2026.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK-5th grade teachers will structure daily math lessons with the emphasis on the following components:</p> <ul style="list-style-type: none"> - planned aligned, rigorous instruction by unpacking TEKS. - assess students math competency level with fluency practice weekly. - teachers will differentiate structured math groups during and after school by planning targeted skill instruction focusing on our bilingual and SPED students. - students will participate in skill based math stations daily based on the MAP Learning Continuum and local assessments. - math stations will include opportunity to utilize manipulatives for concrete understanding. <p>Strategy's Expected Result/Impact: Students math fluency and comprehension will increase as monitored by fluency practice and local assessments.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Planning Days for Teachers - 6100 Payroll- Title I Funds - \$6,283, Supplies and materials to support SPED students and their individualized learning plans. Subs to provide time for teachers to plan for individual student growth in SPED students. - 199 - PIC 23 SPED State Allotment Funds - \$912</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 22% of students K-5 scored two or more grade levels below on the End of Year Diagnostic test for i-Ready Math. Root Cause: Rigor of activities during station rotations does not adequately address gaps in student learning or provide practice for foundational skill development.</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 student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center (AEC)] will decrease from 9.8% in 2023 to less than 35% by 2026.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue using school wide PRIDE expectations. *Utilize ClassDojo for parent communication in relation to PRIDE expectations. * Cycle awards for Citizenship. * Positive office referrals. * 1 learning meeting per grading cycle to address strategies for classroom management & student discipline. Strategy's Expected Result/Impact: Reduce the number of exclusionary discipline incidents. Students will engage in positive activities to increase their Class Dojo points. Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p> <p>Funding Sources: Staff will create a print rich environment designed to market the school brand and communicate pertinent information to our stakeholders. - 6300 Supplies and Materials- Title I Funds - \$10,218</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize restorative practices and SEL implementation school wide. * Structured time for SEL in master schedule. * Meaningful jobs: Announcements, Ambassadors, Safety Patrol, Student Council. Strategy's Expected Result/Impact: Students in all grades will participate in more SEL activities. Increase the number of students participating in positive school activities. Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 2: 83% of behavior incidents occurred in 3rd-5th grade. **Root Cause:** Older students are acclimated to each other and the reward systems put in place are not affecting older students.

School Processes & Programs





Problem Statement 2: 22% of students had 1 or more office managed behavior incident for the 22-23 school year **Root Cause:** PBIS reward system not implemented with fidelity across the campus.

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 parents who say the school supports and appreciates sharing of new ideas by parents at our school from 80% to 85%.

Evaluation Data Sources: Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will lead at least 2 academic parent nights based around how to increase student achievement through math, reading, science as well as explore technology sessions centered on iReady, STMath, Zearn and Amplify to understand what computer programs are available to students at school and home.</p> <p>Strategy's Expected Result/Impact: Parents will better understand how to work with their students at home.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Supplies for Parent Nights - 6300 Parent Involvement. Supplies T1 - \$729, Funding for teachers planning parent night - 6100 Parent Inv. Payroll T1 - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Parents' capacity will be built to support campus academic goals.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Parents will understand the shared responsibility for learning among staff, families and students.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide information to parents on PreK/K readiness and support transition to 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: Families of students transitioning to new schools will feel supported and ready to enter the new school and grade level.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers of PreK/K, 5th</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Parents will have opportunities to learn about state academic standards, current levels of student achievement, and strategies for supporting student learning at home during fall and spring conferences.</p> <p>Strategy's Expected Result/Impact: Parents will work together with teachers to support learning at home.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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<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 6 Problem Statements:

Perceptions
<p>Problem Statement 2: As noted on the Title I Parent and Family Engagement survey, 77% of parents feel like the school provides them with materials and training to help parents work with their children to improve student achievement. Root Cause: Parent meetings should be consistently scheduled at times convenient to parents.</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 7: By June 2024, the turnover rate at Park Crest Elementary will be reduced by 30%.

Evaluation Data Sources: 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.