

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

# **Mission Statement**

Achieving excellence through academics, actions and attitudes.

## **Vision**

Pearson Ponies are positive and show respect with integrity, determination and excellence.

## **Core Beliefs**

Pearson Ponies are positive and show respect with integrity, determination and excellence.

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

**Performance Objective 1:** Objective A: Early Literacy (Reading) Percent of students in grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading will increase in 3rd grade from 38%, 4th grade from 55% and 5th grade from 59% to 90% by 2026. (SY 23-24 interim goal- grade 3- 48%, grade 4- 65%, grade 5- 69%).

**Evaluation Data Sources:** 2023 STAAR spring administration testing data file (accountability subset), MAP Reading Growth (K-5th English/Spanish)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in October and on-going through May. The certified teacher will provide services for Special Education and English Learner students in addition to grade level General Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2024 STAAR administration.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, classroom teachers, intervention team.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet 3 times through the year to focus on instructional planning. The PLCs will include Special Education team, Campus Professional Development team and Tier 3 teachers (Intervention/Dyslexia/ESL Aide). Teachers will dis-aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2024 STAAR administration.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, classroom teachers, intervention team.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use STAAR Formatted questions to support students 3rd - 5th grade students and TEKS based assessments for Kinder-2nd grade as they move from concrete to abstract concepts in reading using supplemental instructional resources for targeted small groups. (Think Up! Reading/Think Up! Math/Think Up! Science; ESGI)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR Reading and Math scores by 10% in overall Approaches Grade Level rate for EL and Economically disadvantaged students for the 2024 STAAR Reading and Math administration.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, classroom teachers, intervention team.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Funds to purchase books for questions. - 6300 Supplies and Materials- Title I Funds - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will utilize school day programs to provide small group intervention during grade level small group intervention time for at-risk student groups including Special Education, African American and EB students beginning in February 2024 and going through May 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR Reading and Math scores by 10% in overall Approaches Grade Level rate for EB and Economically disadvantaged students for the 2024 STAAR Reading and Math administration.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, classroom teachers, intervention team.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Supplies for small group instruction - 6300 Supplies and Materials- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will utilize computer programs to increase opportunities to show reading comprehension with all students (Grades Pre-Kindergarten - 5th) through increased student participation in various, daily technology settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading achievement will increase with grades Kindergarten-3rd grade in MAP Reading growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers using Education Galaxy, and iReady Reports. Prek-2nd &amp; SPED Resource using ESGI resource to track reading comprehension.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Purchase of Education Galaxy program for reading - 6300 Supplies and Materials- Title I Funds - \$3,278</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress               Accomplished               Continue/Modify               Discontinue       </p>				

**Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 1:** Third and fifth grade 2023 EOY Map Reading scores indicated a backward slide compared to 2022 EOY MAP Reading. **Root Cause:** 3rd grade has always shown a lower performance in Reading (overall). 5th Grade has been lower because of lack and delay of relationship driven actions and expectations for both teachers and students.

**Problem Statement 2:** Third grade and kindergarten 2023 EOY MAP Math indicated a backward slide compared to the 2022 EOY MAP Math. **Root Cause:** 3rd grade showed a high need in foundational math skills lost from the pandemic. Kindergarten behavior was a barrier for lower kindergarten math growth.





### School Processes & Programs

**Problem Statement 1:** Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 22-23 school year. **Root Cause:** Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.



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








**Performance Objective 2:** Objective B: Percent of Emergent Bilingual students demonstrating English language acquisition, as measured by Texas English Language Proficiency Assessment System (TELPAS) progress indicator, will increase in 2024 from 48% to 55% and to 76% by 2026. (SY 23-24 Interim goal 55%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Second-Fifth grade teachers will designate a 25 minute block of instructional time twice a week to focus on writing, using technology, to connect writing to show comprehension in reading, writing to explain and grammar usage using district provided curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR reading scores, District Assessments and Benchmarks,  <b>Staff Responsible for Monitoring:</b> Campus administrators, Teachers, Interventionist, ELST</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>  <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will dis-aggregate data from TELPAS 2023 and BOY and MOY MAP during PLCs to plan targeted reteach of previous grade level curriculum and standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2024 STAAR administration.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Administrator, Classroom Teachers, Sheltered Instruction Lead Teacher</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus will host three, cost-free family/community literacy nights involving books, writing activities and careers in literacy involvement targeted to increase family literacy for all throughout the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase family literacy and students level of literacy involvement (ex: books/ words read per year) from &gt;40, 000 to &lt;50, 000 for the school year based on MyOn/Library check-out reports.</p> <p><b>Staff Responsible for Monitoring:</b> Campus leadership, Team Leads, Campus Librarian and Reading IST.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Materials for literacy nights. - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will have opportunities to participate in academic enrichment activities and programs (Examples: Spelling Bee (English/Spanish, UIL and Robotics Participation challenging) events in the 2023-2024 school year. (For paid after-school sessions)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of students scoring Masters Expectations on STAAR Reading assessments for the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership, Spelling Bee Coaches, UIL Coaches for 2021-2022 school year.</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teacher will incorporate Linguistic Accommodations/Sheltered Instruction Strategies support for EB students participating in grades assessed using the STAAR program.</p> <p><b>Strategy's Expected Result/Impact:</b> EB students will improve in 4th grade STAAR Reading by 15% for the 2023-2024 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal &amp; LPAC Teacher</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1</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 use STAAR formatted questions to support students as they move from concrete to abstract concepts in 3rd-5th grade reading using supplemental instructional resources for targeted small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2024 STAAR administration.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, Intervention team.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> No supplies needed - 6300 Supplies and Materials- Title I Funds - \$0</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will be trained at BOY on Sheltered Instruction Strategies and implement Sheltered Instruction Strategies during all content areas for language needs of all students, including Emergent Bilingual and ESL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in learning outcomes and meet growth proficiency on TELPAS. Increase performance on District and State assessments and benchmarks for all students.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Administrator, Classroom Teachers, Sheltered Instruction Lead Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Third and fifth grade 2023 EOY Map Reading scores indicated a backward slide compared to 2022 EOY MAP Reading. **Root Cause:** 3rd grade has always shown a lower performance in Reading (overall). 5th Grade has been lower because of lack and delay of relationship driven actions and expectations for both teachers and students.





**School Processes & Programs**

**Problem Statement 1:** Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 22-23 school year. **Root Cause:** Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

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

**Performance Objective 3:** Objective D: Scientific Understanding Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 57% to 80% by 2026. (SY 23-24 interim goal 67%)

**Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset) for 2022-2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administration, counselor and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week or night activities (Science/Technology/Engineering/Arts/Mathematics).</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student overall performance on Meets Grade Level performance in the area of science by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, STEAM Lead Teachers, PTA Board and CIT Community Liaison.</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> Funds for supplies for career week/STEAM night - 6300 Supplies and Materials- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				



**Performance Objective 3 Problem Statements:**


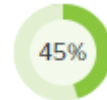

Demographics
<p><b>Problem Statement 1:</b> Offer students more extra curricular activities to encourage student participation and extrinsic motivation. <b>Root Cause:</b> BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.</p> <p><b>Problem Statement 2:</b> Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. <b>Root Cause:</b> Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.</p>

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

**Performance Objective 4:** Objective E: Mathematical Proficiency Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of 3rd grade from 27% to 47%, 4th grade from 47% to 67% and 5th grade from 48% to 68% STAAR 2024 increase, to 90% by 2026. (SY 23-24 interim goal- grade 3- 40%, grade 4- 60%, grade 5- 60%)

**Evaluation Data Sources:** 2022-2023 STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administration and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week (Science/Technology/Engineering/Arts/Mathematics).</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student overall performance on Meets Grade Level performance in the area of mathematics by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, STEAM Lead Teachers, PTA Board and CIT Community Liaison.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> None needed at this time. - 6300 Supplies and Materials- Title I Funds - \$0</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 1st-5th grade math using supplemental instructional resources for target small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student overall performance on Meets Grade Level performance in the area of math by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers and Intervention Teacher.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet 4 times through the year to focus on instructional planning. The PLCs will include Special Education. Teachers will dis aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student overall performance on Meets Grade Level performance in the area of math by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, intervention team.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in October and on-going through May. The certified teacher will provide services for Special Education and English Learner students in addition to grade level General Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student overall performance on Meets Grade Level performance in the area of math by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, intervention team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will utilize extended day to provide small group instruction during grade level intervention for Math targeting at-risk student groups including Special Education, African American and EB students beginning in February 2024 and going through May 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement at the Meets and Masters standard by 10% in 3rd - 5th grade students.</p> <p><b>Staff Responsible for Monitoring:</b> Team Lead Teachers, Administrators.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></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, post-secondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 5:** Objective H: Student Management Percent of student management incidents resulting in exclusionary consequences (i.e. In School Suspension, Out of School Suspension, and Alternative Education) will decrease from 33% in 2022 to 17% by 2026. (SY 23-24 interim goal 25%)

**Evaluation Data Sources:** 2023-2024 Review 360 EOY Incident Summary Report & Student PBIS survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administrators and teachers will continue to utilize a campus-wide positive behavior support system to reduce student discipline incidents through positive interaction with adults and students.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2024, decrease student office referrals in Review 360 by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, and PBIS Team.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom teachers and campus administration will continue to improve the campus-wide Behavior Management system designed to structure common language for all classrooms and student areas.</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2024 decrease student office referrals in Review 360 by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, PBIS team.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 4</p> <p><b>Funding Sources:</b> Supplies for posters and bulletin boards. - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student's transitions from early education into primary educational years.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Performance Objective 5 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> Offer students more extra curricular activities to encourage student participation and extrinsic motivation. <b>Root Cause:</b> BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.</p>
<p><b>Problem Statement 2:</b> Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. <b>Root Cause:</b> Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 22-23 school year. <b>Root Cause:</b> No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.</p>
Perceptions
<p><b>Problem Statement 1:</b> PBIS needs to be consistent and better organized for student behavior. <b>Root Cause:</b> Lack of additional support of the PBIS program from all staff members as an area of accountability. Delegation of responsibility only shared from admin rather than the PBIS team. Events planned because of high need and observations from the admin team rather than the campus.</p>
<p><b>Problem Statement 4:</b> Consistent dismissal procedures for school events during the school day that benefit the school climate and culture as a whole. <b>Root Cause:</b> Front office motivation and high need to provide intense customer service to large crowds.</p>

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

**Performance Objective 6:** By the end of the 2023-2024 school year, increase parent involvement activities designed to attract EL and At-risk parents by providing an multiple opportunities to connect to school and community involvement.

**Evaluation Data Sources:** 2022-2023 Parent Involvement/Engagement Survey, increased ADA attendance for year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus administrators and teachers will offer a variety of after school activities which include Bilingual Parent night, AVID Parent Night, Campus Literacy Nights (+ESL), Multicultural Night and other opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and family engagement by 15% for the school year (Goal of 1 event per month with 100+ attendees).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, PTA Officers.</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</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> Campus administrators and teacher staff will work with GISD Student Services department to increase parent communication with at-risk and low attendance students with parent attendance of students who fall below 85% attendance with Parent University Nights once a semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase ADA attendance by 3% for the 2023-2024 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration &amp; District Attendance Administrators.</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A	N/A		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</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> 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>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	100%	100%	100%	
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop jointly with, and distribute to parents, a school-parent contract, 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will have an opportunity to review the contract and provide feedback during parent-teacher conferences.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Engagement Campus Coordinator</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	100%	100%	100%	
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Pearson faculty and staff will work to enhance parent and community partnerships by strengthening our trust, communication, outreach efforts, and supportive relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement and participation with campus and enrichment programs offered.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator Administration Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> No supplies needed - 6200 Contracted Services/Registration- Title I Fun - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 6 Problem Statements:

### Demographics

**Problem Statement 1:** Offer students more extra curricular activities to encourage student participation and extrinsic motivation. **Root Cause:** BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.

**Problem Statement 2:** Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. **Root Cause:** Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

### School Processes & Programs

**Problem Statement 2:** Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 22-23 school year. **Root Cause:** No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.





### Perceptions





**Problem Statement 4:** Consistent dismissal procedures for school events during the school day that benefit the school climate and culture as a whole. **Root Cause:** Front office motivation and high need to provide intense customer service to large crowds.

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

**Performance Objective 7:** In the 2023-2024 School year, Pearson will continue to be an AVID campus school-wide focusing on organization from the WICOR strategies. By the beginning of the 2023-2024 school year, students in 3rd-5th grade will have an organizational system to prepare them for future college and career readiness.

**Evaluation Data Sources:** In the last 3 years, according to the TAPR, there has been an increase in At-risk or Low socioeconomic students in attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School will purchase quality binders/holders/boxes for all students grades to use as an organizational tool for AVID college and Career Readiness with additional resources to help students make adequate achievement and academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Beginning of the year instructional support for students to be college and career ready before leaving grade 5 to middle school.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, AVID Lead Teachers, Secretary.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Purchase of binders/holders/boxes - 6300 Supplies and Materials- Title I Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The school will host two AVID Family nights to help families/students discover the benefits of being involved with AVID and introducing the families to the AVID program. (Fall/Spring)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students and families pursuing college and career decision-making choices before beginning secondary education years.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, AVID Lead Teachers, Secretary.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> Supplies for AVID night events. - 6300 Supplies and Materials- Title I Funds - \$1,558, Healthy snacks for parents. - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - \$2,471</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase positive transition for student moving from 5th to 6th grade in Garland ISD schools.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 7 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Offer students more extra curricular activities to encourage student participation and extrinsic motivation. <b>Root Cause:</b> BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.</p>
<p><b>Problem Statement 2:</b> Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. <b>Root Cause:</b> Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 22-23 school year. <b>Root Cause:</b> Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.</p>
<p><b>Problem Statement 2:</b> Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 22-23 school year. <b>Root Cause:</b> No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.</p>


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


**Performance Objective 8: FEDERAL ACCOUNTABILITY (Add Targeted):** Due to one or more student group performance student group in 2023 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:


- White Students: Reading Academic Achievement from 55 (2019) to at least 60 (min target)
- White Students: Mathematics Academic Achievement from 57 (2019) to at least 59 (min target)
- White Students: Reading Growth from 60 (2019) to at least 69 (min target)
- White Students: Mathematics Growth from 69 (2019) to at least 74 (min target)
- White Students: Student Success (D1 STAAR Component) from 57 (2019) to at least 58 (min target)


- Former SPED Students: Reading Academic Achievement from 17 (2019) to at least 36 (min target)
- Former SPED Students: Reading Growth from 50 (2019) to at least 65 (min target)
- Former SPED Students: Mathematics Growth from 50 (2019) to at least 70 (min target)
- Former SPED Students: Student Success (D1 STAAR Component) from 33 (2019) to at least 43 (min target)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school will plan for additional opportunities for Caucasian and Former SPED students to have additional opportunities to for intervention on Math, English/Spanish Language Arts and Science with the use of strategic invitations and attendance incentives for academic, supplemental remediation and instructional support at Pearson Elementary in the Fall 2023 and Spring 2024 school semesters.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to show 80% growth in Math and Reading STAAR for the 2023-2024 school year based on their MAP Growth Projections. SPED Students will also increase their need for Content Based Support and increase the need for Inclusion support (keeping students in the General Education Classroom longer) to increase the retention of Grade Level Content Mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, SPED CBSE Teachers &amp; Team Leads (3rd-5th Grades)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 8 Problem Statements:**

**Demographics**

**Problem Statement 1:** Offer students more extra curricular activities to encourage student participation and extrinsic motivation. **Root Cause:** BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.

**Problem Statement 2:** Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. **Root Cause:** Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.