

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



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

# Mission Statement

At Williams Elementary, we provide a safe and supportive environment that impacts the lives of every student, every day by promoting academic and personal excellence through perseverance, integrity and compassion.

## Vision

Creating an inclusive environment for students to continuously achieve growth and success through a positive culture, and stakeholder partnerships that empower children to become global change agents.

## Core Beliefs

1. **Compassion:** Staff members promote a sense of community and belonging within their classrooms and school. They encourage kindness, empathy, and cooperation among students, fostering an environment where everyone feels valued and connected. Compassionate individuals recognize that each student has unique strengths, challenges, and needs. They tailor their instructional approaches and provide personalized support to help students thrive academically, socially, and emotionally.
2. **Integrity:** Employees with integrity demonstrate consistency between their words, actions, and values, acting with honesty, fairness, and transparency in their interactions with students, colleagues, parents, and the broader educational community. Employees with integrity take their professional responsibilities seriously. They meet deadlines, and prepare lessons and materials to the best of their abilities. They seek continuous professional development to enhance their knowledge and skills and stay current with educational advancements.
3. **Perseverance:** Staff members with perseverance are committed to their goals and objectives, even when progress is slow or obstacles arise. They demonstrate a steadfast determination to overcome challenges and find solutions to problems. Perseverance at school involves a deep commitment to the teaching profession and the well-being of students. Teachers with perseverance go above and beyond their required duties, investing additional time and effort to support student learning and create a positive educational experience.
4. **Trust:** Trustworthy staff members are dependable and consistent in their actions and commitments. They follow through on their promises, meet deadlines, and maintain a high level of professionalism in their interactions with students, parents, and colleagues. Trust is fostered through open and transparent communication. Trustworthy teachers actively listen to their students and colleagues, provide clear instructions and feedback, and engage in constructive dialogue. They are approachable and accessible to address concerns and provide guidance.
5. **Service:** Staff members in service prioritize the needs and interests of their students. They strive to create engaging and inclusive learning environments that cater to the diverse learning styles, abilities, and backgrounds of their students. They tailor their instruction to meet

individual student needs and provide support and guidance for their academic and personal growth. Employees in service embrace lifelong learning as part of their professional growth. They continuously seek opportunities to expand their knowledge, skills, and expertise.

6. **Optimism:** Optimistic employees embrace a growth mindset, viewing challenges and mistakes as opportunities for learning and growth. They believe that intelligence and abilities can be developed, and they encourage students to adopt a similar mindset, promoting a culture of continuous improvement and resilience. Optimistic employees provide consistent encouragement and motivation to their students. They recognize and celebrate students' efforts and achievements, fostering a sense of accomplishment and self-confidence. They inspire students to set goals, believe in their potential, and strive for excellence.

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# 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:** STAAR Reading will increase Meets Grade Level performance in all grade levels as follows: in grade 3 from 34% to 90% by 2025 (interim goal for 23-24 is 70%), in grade 4 from 38% to 90% (interim goal for 23-24 is 60%), and in grade 5 from 28% to 90% (interim goal for 23-24 is 70%).

**Evaluation Data Sources:** 22-23 STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Intervention specialist, ELST, SPED teachers, and classroom Reading/Writing teachers will participate in PLC's weekly, learning meetings, and planning days twice each semester that include, creating and implementing Reading instructional agreements, and the use of protocols for lesson internalization and rehearsals, and analysis of student work and CBA data.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. MAP quadrant reports after MOY &amp; EOY showing 75% of students in quadrants #1 or 2 (high growth/high achiever &amp;/or high growth/low achiever)  2. MAP MOY reports showing 75% of students meeting their Reading goal.  3. Use high leverage protocols and practices to facilitate the process for practicing a key learning moment in upcoming lessons by delivering that part of the lesson as if in front of students to ensure the "first teach" is the "best teach"  4. Formative assessment data and unit assessment data that shows improvement from the previous assessment.  5. List of "look-fors for structured literacy time &amp; walkthrough feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, SPED team, Interventionist, CST, ELST</p> <p><b>Title I:</b>  2.4, 2.5  - <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</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Subs for teacher planning - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All classroom teachers will utilize small group teacher-led &amp; student led instruction to specifically target and support individual student needs (including EB, SPED, GT &amp; Economically Disadvantaged special populations) by providing targeted skill-based instruction to meet the needs of diverse learners.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, mClass, report card grades in reading/writing). 2. Classroom walkthrough data showing effective use of small group instruction including opportunities for students to use one-to-one technology resources for lesson differentiation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, SPED team, Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Chart paper, copy paper, white boards and dry erase markers - 6300 Supplies and Materials- Title I Funds - \$2,000, Subs for small group instruction - STAAR plan - 199 - PIC 24 State Comp Ed Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create and hold a campus literacy night event to engage students and their families in sharing the discovery of learning and build community with literacy knowledge to support students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall, K-5 students will meet grade level expectations in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Reading Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2 - <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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Supplemental pay for staff - 6100 Parent Inv. Payroll T1 - \$1,350, Supplies for literacy night - 6300 Parent Involvement. Supplies T1 - \$901</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> SPED teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (by providing targeted skill-based instruction to meet the needs of diverse learners). <b>Strategy's Expected Result/Impact:</b> 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, mClass, report card grades in reading/writing). 2. Classroom walkthrough data showing effective use of small group instruction including opportunities for students to use one-to-one technology resources for lesson differentiation. <b>Staff Responsible for Monitoring:</b> SPED teachers AP Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Supplies, materials for small group instruction - 199 - PIC 23 SPED State Allotment Funds - \$608		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			





### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> According to 22-23 school year Reading EOY NWEA Projected Proficiency Summary Report, a. 26% of 3rd graders scored meets or masters. b. 26% of 4th graders scored meets or masters. c. (24%) of 5th graders scored meets or masters. <b>Root Cause:</b> Tier 1 instruction was not differentiated. Targeted interventions were not provided.












**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 students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR math, will increase in grade 3 from 51% to 90% by 2025 (interim goal for 23-24 is 70%), in grade 4 from 38% to 90% (interim goal for 23-24 is 60%), and in grade 5 from 43% to 90% (interim goal for 23-24 is 66%).

**Evaluation Data Sources:** 22-23 STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Intervention specialist, SPED teachers, and classroom Math teachers will participate in PLC's weekly, learning meetings, and planning days twice each semester that include, analysis of MAP data and Unit assessments to monitor EB learners, SPED, Hispanic, and Economically Disadvantaged special populations and determine appropriate concepts to spiral into future lessons and activities and to plan for reteach.  <b>Strategy's Expected Result/Impact:</b> 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, IL, report card grades in Mathematics). 2. Classroom walkthrough data showing effective use of small group instruction <b>Staff Responsible for Monitoring:</b> Administrators, CST, Interventionist, Teachers, SPED team  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Subs for content area planning days - 6100 Payroll- Title I Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> All math teachers will utilize small group teacher-led and student led instruction to specifically target and support the needs of the school's diverse learners including Emergent Bilinguals (EB), Special Education, & Economically Disadvantaged populations. <b>Strategy's Expected Result/Impact:</b> 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, report card grades, unit assessments in math). 2. Classroom walkthrough data showing effective use of small group instruction including implementation of one-to-one technology devices <b>Staff Responsible for Monitoring:</b> Leadership team, CST, Interventionist, Math Teachers, SPED team  <b>Title I:</b> 2.4, 2.5, 2.6 - <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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> STAAR-related software and workbooks to be used during small group instruction ; cardstock for math word walls and math manipulatives for small group instruction. - 6300 Supplies and Materials- Title I Funds - \$6,170, Substitutes for small group instruction - STAAR plan - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,000 , Supplies, materials for small group (Emergent Bilingual) - 199 - PIC 25 Bil./ESL State Allotment Funds - \$381		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> K-5th grade teachers will guide 100% of students in setting academic math goals based on their own individual level of performance on iReady and MAP. <b>Strategy's Expected Result/Impact:</b> 1. Student data tracking sheets showing steady gains from one assessment to the next. 2. Student assessment data showing improvements from grading cycle to grading cycle (STAAR, MAP, iReady) <b>Staff Responsible for Monitoring:</b> Administrators, CST, Interventionist, Teachers, SPED team  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 3		Formative			Summative
		Nov	Feb	Apr	June
		N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 2 Problem Statements:





### Student Learning












**Problem Statement 3:** According to 22-23 school year Math EOY NWEA projected proficiency summary report, a. 43% of 3rd graders scored meets or masters. b. 28% (27.9%) of 5th graders scored meets or masters. c. 23% of 4th graders scored meets or masters. **Root Cause:** Tier 1 instruction was not differentiated. Targeted interventions were not provided.

**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 Emergent Bilingual (EB) students demonstrating English Language Acquisition, as measured by Learning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 47% to 76% by 2025 (interim goal for 23-24 is 56%).

**Evaluation Data Sources:** TELPAS (22-23) spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Interventionist, ESL/Bilingual certified classroom teachers, special education staff, and Emergent Bilingual instructional aide will focus on the development of academic language proficiency level descriptions for listening, speaking, reading, and writing by using content-based instruction strategies across content areas.  <b>Strategy's Expected Result/Impact:</b> Increased composite scores of TELPAS with one year's proficiency level growth. Increased student achievement levels according to MAP, mClass, CBAs, report cards, etc <b>Staff Responsible for Monitoring:</b> ESL/Bilingual certified staff, Interventionist, ELST, SPED staff, EB instructional aide, and Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 - <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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional LPAC meetings will be held as needed each grading cycle for EB students not meeting grade level expectations. Strategies for EB success will be discussed along with supports/resources available. <b>Strategy's Expected Result/Impact:</b> 1. EB students will show increased levels of performance on STAAR Interim, report card grades, MAP data, and MClass assessments <b>Staff Responsible for Monitoring:</b> LPAC Administrator-Assistant Principal, Classroom teachers, EB instructional aide  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide a TEPAS for Parents workshop to increase the knowledge, skills and capabilities of emergent bilingual families so that they can better support their students at home. <b>Strategy's Expected Result/Impact:</b> Offer one parent/student training throughout school year to engage bilingual/ESL families in understanding TEPAS components/results. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> According to the PEIMS report, 62% of the student population were identified as Emergent Bilinguals for the 22/23 school year. Based on the 22-23 TEPAS results, 30% of the EB population showed a year's growth as measured by TEPAS Listening, 23% in TEPAS Speaking, and 31% in TEPAS Reading. <b>Root Cause:</b> Instructional strategies were not effectively implemented to target the four TEPAS language domains: listening, speaking, reading, and writing.

**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 in K-5 demonstrating Scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 2% to 80% by 2025 (interim goal for 23-24 is 35%).

**Evaluation Data Sources:** 22-23 STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers will provide real-world hands-on experiences for all Kindergarten to Fifth Grade students in science. <b>Strategy's Expected Result/Impact:</b> Increased results for all students on science district assessments. <b>Staff Responsible for Monitoring:</b> Leadership Team, Science Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Science materials for hands-on experiences - 6300 Supplies and Materials- Title I Funds - \$1,000, Supplies for hands-on science learning - 199 - PIC 24 State Comp Ed Funds - \$300	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








**Performance Objective 4 Problem Statements:**









Student Learning
<b>Problem Statement 2:</b> According to 22-23 school year Science EOY NWEA Projected Summary Report, 12% (11.9%) of 5th graders scored meets or masters. <b>Root Cause:</b> Tier 1 instruction was not differentiated. Targeted interventions were not provided.









**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:** Student discipline incidents resulting in exclusionary consequences will decrease from 44.1% to 35% by 2025 (interim goal for 23-24 is 10%).

**Evaluation Data Sources:** 22-23 Review 360 and Branching Minds reports, Parent Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish and implement a recognition program for students who demonstrate the "Wrangler's Guidelines for Success" each nine weeks in order to promote a positive behavior school environment and SEL on campus. <b>Strategy's Expected Result/Impact:</b> Reduce the number of discipline referrals that occur in the classroom. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Social Emotional Learning materials - 6300 Supplies and Materials- Title I Funds - \$500, Subs for teachers - NVC training - 6100 Payroll- Title I Funds - \$330	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</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. <b>Strategy's Expected Result/Impact:</b> Provide support with scheduling and communication of events. Students will be more confident and better prepared to transition to middle school. <b>Staff Responsible for Monitoring:</b> 5th grade teachers Counselor Leadership Team  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	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> Home and school will be more aligned on our collective goals for students. Collaborate with parents in the development of a PFE policy.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Administration Parent Involvement Committee Counselor</p> <p><b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop jointly with, and distribute to parents/families, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Home and school will be more aligned on our collective goals for students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Administration Parent Involvement Committee Counselor</p> <p><b>Title I:</b> 4.1, 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families. <b>Strategy's Expected Result/Impact:</b> Positive learning environment <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Title I:</b> 2.5, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

#### Performance Objective 5 Problem Statements:





School Processes & Programs
<b>Problem Statement 1:</b> According to the review 360 report for the 22-23 school year, the percentage of exclusionary practices increased from 14.8% in 21-22 to 25.7% in 22-23. <b>Root Cause:</b> Positive Behavioral Interventions were not implemented consistently across the campus.
Perceptions
<b>Problem Statement 1:</b> According to the Skyward ADA Summary Report, the campus had an overall average daily attendance rate of 93.2%. <b>Root Cause:</b> Communication of attendance policies and consequences were not communicated to parents effectively.











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

**Evaluation Data Sources:** Staff surveys from 22-23 school year, percent of teacher attendance, turn over rate for the 22-23 school year

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Complete campus and district on-boarding processes and maintain open communication with all employees through various channels, such as face-to-face meetings, classroom observations, staff newsletters, campus events, coaching conversations.  <b>Strategy's Expected Result/Impact:</b> Sense of belonging: Onboarding processes aim to create a welcoming and inclusive environment, fostering a sense of belonging among new members. Relationship building: Effective onboarding processes facilitate the development of positive relationships between new staff with existing members of the school community. Reduced stress and anxiety: By providing clear information, guidance, and support, we want to help new members feel more confident and comfortable in their new environment. Retention and engagement: Ensuring that individuals feel valued and supported. The goal is for new members to remain engaged and invested in the school community in the long term.  <b>Staff Responsible for Monitoring:</b> Leadership team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide ongoing opportunities for professional development for all staff through PLCs, lesson rehearsal/ planning experiences, the Elementary Teacher Enrichment Program, and a consistent walkthrough/coaching/feedback cycle. <b>Strategy's Expected Result/Impact:</b> Professional development opportunities allow teachers to deepen their knowledge and skills in various areas of instruction. Teachers will implement evidence-based strategies that better meet the diverse needs of their students, leading to improved learning outcomes. Providing ongoing professional development opportunities demonstrates a commitment to the growth and development of teachers. Ongoing professional development and feedback cycles contribute to a culture of continuous improvement within the school. Teachers are encouraged to reflect on their practices, identify areas for growth, and engage in targeted professional learning to enhance their effectiveness. <b>Staff Responsible for Monitoring:</b> Leadership team Instructional coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 6 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> There was a turnover rate of 30% among the instructional staff at Williams Elementary during the 2022-2023 school year. <b>Root Cause:</b> Feedback and recognition are essential for employee engagement and motivation.