

Garland Independent School District
Williams Elementary School
2022-2023 Goals/Performance Objectives/Strategies



Board Approval Date: October 25, 2022

Mission Statement

To ensure student success and growth through high-quality instruction, meaningful experiences, a positive learning environment; and leaders genuinely committed to inspiring and empowering life-long learners.

"Every child, every time, as if they were our own."

Core Beliefs

We are passionate about:

1. showing every child that they matter. "We should treat them as if they were our own; always giving them our best effort and never giving up."
2. recognizing that each child learns differently. "it is our job to actively engage students in an environment that is fun, interesting and celebrates diversity. Students are encouraged to build on their strengths and interests."
3. building each child's self-esteem. "by establishing a learning environment where students feel safe and are treated with dignity and respect."

Table of Contents


Goals	4
Goal 1: Garland ISD will ensure all students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.	4



Goals



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



Performance Objective 1: STAAR Reading will increase MEETS performance in all grade levels as follows: in grade 3 from 27.9% to 90% by 2025 (interim goal for 22-23 is 66.7%), in grade 4 increase from 27.5% to 90% (interim goal for 22-23 is 52%), and in grade 5 from 41.3% to 90% (interim goal for 22-23 is 65.8%).







Evaluation Data Sources: 21-22 STAAR data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Kinder, 1st, 2nd, and 3rd -grade teachers will participate in the Texas Education Agency's Reading Academy to provide rigorous Tier 1 instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.</p> <p>Strategy's Expected Result/Impact: Improved phonological awareness , phonics, and reading fluency.</p> <p>Staff Responsible for Monitoring: Kinder, 1st, 2nd, and 3rd grade teachers, Early Literacy Support Teacher, principal, and assistant principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Substitutes - 199 - PIC 24 State Comp Ed Funds - \$300, Substitutes - 199 - PIC 25 Bil../ESL State Allotment Funds - \$300</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder through 2nd-grade teachers will implement the Amplify Skills curriculum that supports foundational literacy skills, including explicit decoding, encoding, and phonics skills.</p> <p>Strategy's Expected Result/Impact: Improved phonological awareness , phonics, and reading fluency.</p> <p>Staff Responsible for Monitoring: Kinder - 2nd grade teacher, Early Literacy Support Teacher, Instructional Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will track student growth using data from NWEA MAP, curriculum-based assessments, and mCLASS to provide reading-targeted intervention throughout the school year.</p> <p>Strategy's Expected Result/Impact: 1) Increase percentage of students scoring at the Meets performance level in STAAR reading. 2)K-5 students will show 80% growth as measured by mCLASS and MAP Reading from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Interventionist, Early Literacy Support Teacher, Instructional Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: - 199 - PIC 24 State Comp Ed Funds - \$2,250, - 199 - PIC 25 Bil../ESL State Allotment Funds - \$2,250</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The principal, assistant principal, instructional coaches, and teachers will facilitate Weekly Data and planning PLCs to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, and creating reteach plans.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR reading. Kinder - 5th teachers, Early Literacy Support Teacher, Instructional Support Teacher, Assistant Principal and Principal.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Early Literacy Support Teacher, Instructional Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: The principal, assistant principal, and instructional coaches will conduct monthly coaching conferences in which reinforcements and refinements are identified and the next steps are created for teachers to implement during lessons.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students scoring at the Meets performance level in STAAR reading.</p> <p>Staff Responsible for Monitoring: Kinder through 5th teachers, Assistant Principal, Principal, and Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement and maintain an instructional schedule that provides at least 120 minutes of instruction for Language Arts that includes reading intervention and literacy stations.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR reading.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Early Literacy Support Teacher, Instructional Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Instructional Supplies - 199 - PIC 23 SPED State Allotment Funds - \$128</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Reading teachers will provide targeted STAAR intervention/review during and after school.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR reading.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Early Literacy Support Teacher, Instructional Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: The campus librarian will provide enrichment opportunities to Tier 1 students in Kinder through 5th grades in the area of Reading.</p> <p>Strategy's Expected Result/Impact: 1) Increase the percentage of students scoring at the Meets performance level in STAAR reading. 2)K-5 students will show 80% growth as measured by mCLASS and MAP Reading from BOY to EOY.</p> <p>Staff Responsible for Monitoring: The Assistant Principal, Principal, and Campus Librarian</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide opportunities for two additional hours of instructional planning time bi-weekly, after-school, and once quarterly during the school day.</p> <p>Strategy's Expected Result/Impact: Collaborative planning will yield a better understanding of the TEKS, higher quality tier 1 instruction, and improved student outcomes.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Assistant Principal, and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Funding will allow teachers time to plan instruction and analyze data. - 199 - PIC 24 State Comp Ed Funds - \$690, Funding will allow teachers time to plan instruction and analyze data. - 199 - PIC 25 Bil./ESL State Allotment Funds - \$768, Funding will allow teachers time to plan instruction and analyze data. - 199 - PIC 23 SPED State Allotment Funds - \$480</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:



Student Learning
<p>Problem Statement 3: According to the 2021-2022 STAAR summary report, only 19% of 4th grade students reached the Meets performance level for STAAR Spanish Reading. Root Cause: Tier 1 instruction was not differentiated. Targeted interventions were not provided.</p>



Student Learning








Problem Statement 4: According to the 2021-2022 STAAR summary report, only 20% of 3rd grade students reached the Meets performance level for STAAR Spanish Reading.
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 2: STAAR Math will increase MEETS performance in all grade levels as follows: in grade 3 from 30.2% to 90% by 2025 (interim goal for 22-23 is 58.1%), in grade 4 increase from 30% to 90% (interim goal for 22-23 is 57.9%), and in grade 5 from 60.9% to 90% (interim goal for 22-23 is 64.5%).

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will track student growth using NWEA MAP and iReady and provide targeted math intervention using iReady resources for Tier 2 and Tier 3 math instruction throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR math. Students meeting their projected RIT growth in MAP.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Interventionist, Early Literacy Support Teacher, Curriculum Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The principal, assistant principal, instructional coaches, and teachers will facilitate Weekly Data and planning PLCs to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, and creating reteach plans.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR math.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Early Literacy Support Teacher, Curriculum Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The principal, assistant principal, and instructional coaches will conduct monthly coaching conferences in which reinforcements and refinements are identified and the next steps are created for teachers to implement during lessons.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR math.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Early Literacy Support Teacher, Curriculum Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement and maintain an instructional schedule that provides 120 minutes of instruction for Math that includes implementation of the Eureka Math curriculum for Tier 1 instruction, as well as 60 minutes of small group instruction and math stations.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR math.</p> <p>Staff Responsible for Monitoring: Increase percentage of students scoring at the Meets performance level in STAAR math. Kinder - 5th teachers, Curriculum Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Math teachers will provide targeted STAAR intervention/review during and after school.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR math.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Instructional Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: The campus librarian will provide enrichment opportunities to Tier 1 students in Kinder through 5th grades in the area of Math.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR math.</p> <p>Staff Responsible for Monitoring: Librarian, Assistant Principal, and Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide opportunities for two additional hours of instructional planning time bi-weekly, after-school, and once quarterly during the school day.</p> <p>Strategy's Expected Result/Impact: Collaborative planning will yield a better understanding of the TEKS, higher quality tier 1 instruction, and improved student outcomes.</p> <p>Staff Responsible for Monitoring: ELST, CST, Assistant Principal, and Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning



Problem Statement 1: According to the 2021-2022 STAAR summary report, 31% of 3rd grade students reached the Meets performance level for STAAR Math. **Root Cause:** Tier 1 instruction was not differentiated. Targeted interventions were not provided.






Problem Statement 2: According to the 2021-2022 STAAR summary report, only 31% of 4th grade students reached the Meets performance level for STAAR Math. **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: Emergent Bilingual students demonstrating English language acquisition will increase, as measured by the yearly progress indication on TELPAS, from 37.1% to 76% by 2025 (interim goal for 21-22 is 55.9%).

Evaluation Data Sources: TELPAS (2021-22)

Strategy 1 Details	Reviews			
<p>Strategy 1: The LPAC administrator and teachers will hold meetings each grading cycle to review Emergent Bilingual data and update accommodations.</p> <p>Strategy's Expected Result/Impact: 55.9% or more Emergent Bilingual students will meet their annual progress indicator (as measured by TELPAS).</p> <p>Staff Responsible for Monitoring: K-5 teachers, LPAC administrators, Early Literacy Support Teacher, Curriculum Support Teacher, and Principal.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The LPAC administrator, ELST, CST, and/or Multilingual department will provide professional development that targets campus Emergent Bilingual trends.</p> <p>Strategy's Expected Result/Impact: 55.9% or more Emergent Bilingual students will meet their annual progress indicator (as measured by TELPAS).</p> <p>Staff Responsible for Monitoring: K-5 teachers, LPAC administrators, Early Literacy Support Teacher, Curriculum Support Teacher, and Principal.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				







Strategy 3 Details	Reviews			
<p>Strategy 3: With support from the ELST and CST, teachers will create and implement weekly station activities that target the 4 TELPAS domains-listening, speaking, reading, and writing in math and reading.</p> <p>Strategy's Expected Result/Impact: 55.9% or more Emergent Bilingual students will meet their annual progress indicator (as measured by TELPAS).</p> <p>Staff Responsible for Monitoring: K-5 teachers, LPAC administrators, Early Literacy Support Teacher, Curriculum Support Teacher, and Principal.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 5: According to the 2021-2022 TELPAS Summary Report, 44% of students achieved a composite score of Intermediate. Root Cause: The dual language program is not implementend with fidelity. Linguistic supports are not consistently provided to students.</p>



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




Performance Objective 4: 5th Grade performance on STAAR Science will increase in the MEETS performance level from 19.6% to 80% by 2025 (interim goal for 22-23 is 39.4%).







Strategy 1 Details	Reviews			
<p>Strategy 1: The principal and assistant principal will conduct monthly coaching conferences in which reinforcements and refinements are identified, and next steps are created and implemented by the teacher and/or administrators.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR science.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Curriculum Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 5th grade science teachers will provide targeted STAAR intervention/review during school.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students scoring at the Meets performance level in STAAR science.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Curriculum Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 22-23 is 13.3%).

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained in Positive Behavior Interventions and Supports (PBIS) by the campus PBIS committee.</p> <p>Strategy's Expected Result/Impact: Decrease in student misbehavior and in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Specials teachers, SPED teachers, paraprofessionals, Counselor, Interventionist, Early Literacy Support Teacher, Curriculum Support Teacher, Assistant Principal and Principal.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students, staff, and parents will understand and implement Positive Behavior Interventions and Supports (PBIS) to reduce behavior incidents.</p> <p>Strategy's Expected Result/Impact: Decrease in student misbehavior and in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Specials teachers, SPED teachers, paraprofessionals, Counselor, Interventionist, Early Literacy Support Teacher, Instructional Support Teacher, Assistant Principal and Principal.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The counselor will model to all teachers how to implement Social Emotional Learning (SEL) lessons by leading an SEL lesson during the first grading cycle, observe all teachers implementing SEL lessons, and conference with all teachers to provide feedback about the SEL lesson.</p> <p>Strategy's Expected Result/Impact: Decrease in student misbehavior and in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Counselor and Kinder - 5th teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will implement daily Social Emotional Learning lessons with all students to address expected behavior.</p> <p>Strategy's Expected Result/Impact: Decrease in student misbehavior and in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Counselor and Kinder - 5th teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: The counselor will implement Social Emotional Learning lessons with individual students or a small group to address appropriate behavior.</p> <p>Strategy's Expected Result/Impact: Decrease in student misbehavior and in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				




Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will recognize positive behavior and submit student names for administrators to recognize and reward daily.</p> <p>Strategy's Expected Result/Impact: Decrease in student misbehavior and in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Decrease in student misbehavior and in exclusionary consequences. Kinder - 5th teachers, Specials teachers, SPED teachers, paraprofessionals, Counselor, Interventionist, Early Literacy Support Teacher, Curriculum Support Teacher, Assistant Principal and Principal.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus staff will utilize class Dojo to reinforce positive behaviors.</p> <p>Strategy's Expected Result/Impact: Decrease in student misbehavior and in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Kinder - 5th teachers, Specials teachers, SPED teachers, paraprofessionals, Counselor, Interventionist, Early Literacy Support Teacher, Curriculum Support Teacher, Assistant Principal and Principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: According to the 2021-2022 Review 360 Incidents by Grade Report, 2nd and 3rd grades each accounted for 29.6% of all incidents. Root Cause: Student expectations were not reviewed frequently, and both teachers and administrators did not follow through with consequences.</p>

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

Performance Objective 6: Provide at least two Parent and Family Engagement events, that include reading support, math support, and 5th grade transition to middle school, where at least 50% of students are represented.

Strategy 1 Details	Reviews			
<p>Strategy 1: The principal and assistant principal will host two Parent and Family Engagement events that include modeling to parents how to support phonological awareness, comprehension skills, and math number sense.</p> <p>Strategy's Expected Result/Impact: 50% or more of students will be represented at parent education events.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies for Family Engagement events - 6300 Parent Involvement. Supplies T1 - \$2,229</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The counselor will provide a session before one of the Parent and Family Engagement events to support Kindergarten students and new to Williams students transitioning to school and with 5th grade students in transitioning from elementary to middle school.</p> <p>Strategy's Expected Result/Impact: 75% of parents will attend and learn about requirements for transitioning to Kinder or middle school.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The principal and assistant principal will provide Title 1 Parent meetings on different days and at different times to update parents about the Parent and Family Engagement Policy compact and meet the needs of families with diverse languages.</p> <p>Strategy's Expected Result/Impact: 50% of parents will attend meetings to learning about Title 1.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The principal and assistant principal will provide at least two TELPAS parent information sessions. Strategy's Expected Result/Impact: 50% of parents will attend these meetings to learn more about TELPAS. Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the 2021-2022 Family Engagement Survey, 79% of parents said they received a copy of the School-Parent Compact Policy and it was explained to them. Root Cause: Not all staff were aware of the Family Engagement Survey, nor were they properly informed on how to educate parents about the School Parent and Family Engagement Policy .</p>