

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



Mission Statement

Golden Meadows Hawks embrace diversity and empower each other to be successful and productive citizens!

Vision

Every student will be prepared with life-long skills to be productive, self-disciplined citizens who contribute positively to our society.

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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: Percent of students demonstrating literacy proficiency as measured by Meets Grade Level performance on STAAR Reading Language Arts assessments (grades 3-5) will increase from 34% in 2023 to 50% in 2024 (2026 goal = 90%).








HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement small group teacher-led instruction across grade levels and utilize this targeted instruction to target and support individual needs during ELAR/SLAR instructional block, intervention, and tutorials to focus on the performance of all students.</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on reading assessments, Increase reading performance and reach MAP Reading projected growth.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5</p> <p>Funding Sources: Substitutes for PD and planning for small group. - 6100 Payroll- Title I Funds - \$6,000, Supplies for small group instruction. - 6300 Supplies and Materials- Title I Funds - \$7,205</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 grade teachers will plan and deliver classroom instruction to address academic vocabulary in context through visuals, content walls, hands-on experiences, and applications that include all subject areas while focusing on all student groups with diverse needs, particularly at-risk students.</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on reading assessments, Increase reading performance and reach MAP Reading projected growth.</p> <p>Staff Responsible for Monitoring: Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 40%	 60%		
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will incorporate AVID (Advancement Via Individual Determination) WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies (ex. annotating the text, turn and talk, Costa's Levels, sentence frames, marking the text, etc.) to increase the percentage meets the performance of all students.</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on reading assessments, Increase reading performance and reach MAP Reading projected growth. The number of students that reach meets performance will increase.</p> <p>Staff Responsible for Monitoring: AVID Site Team Leaders Administration Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5</p> <p>Funding Sources: Primary notebooks and writing paper to support writing in the lower grades. - 6300 Supplies and Materials- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
	 45%	 85%	 90%	

Strategy 4 Details	Reviews			
<p>Strategy 4: 3rd-5th grade teachers will provide extended day and/or Saturday school during the second part of the semester to provide timely assistance to all students, including at-risk students.</p> <p>Strategy's Expected Result/Impact: Decrease achievement gaps for all at-risk populations. Decrease the percentage of T2 and T3 students.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will use high-quality instructional materials consistently across classrooms, including resources intentionally designed to meet the needs of students with disabilities and EBs, along with other student groups with diverse needs. High-quality instructional materials include researched-based curriculum strategies, STAAR practice workbooks, and higher-level thinking skills/extension materials, including software.</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on reading assessments, increase meets reading, math, and science performance, and reach MAP Reading, Math, and Science projected growth.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Achieve 3000 - 6300 Supplies and Materials- Title I Funds - \$14,903, Instructional Materials - 199 - PIC 24 State Comp Ed Funds - \$6,060</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Students will increase meets performance on STAAR Math and increase the percentage of growth proficiency on MAP.</p> <p>Staff Responsible for Monitoring: Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: 45% of all 3rd-5th Grade students are at likely passed at all subjects on STAAR Reading & Math. This places Golden Meadows at the 7th place from the bottom. Root Cause: Lack of effective small group instruction and planning. Lack of content knowledge expertise.</p> <p>Problem Statement 5: Kinder (33%), 4th grade (39%), and 5th grade (36%) were the grade levels with the lowest MAP reading growth for the 22-23 school year. Root Cause: Lack of effective small group instruction and classroom management.</p>

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

Performance Objective 2: Percent of students demonstrating English language acquisition as measured by Yearly Progress Indicator on Texas English Language Proficiency assessment System (TELPAS) assessments (grades K-12) will increase from 47% in 2023 to 55% in 2024 (2026 goal = 76%).

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement sheltered instruction strategies in their classrooms (The 7 Steps to a Language-Rich Interactive Classroom).</p> <p>Strategy's Expected Result/Impact: Students will show one-year growth according to the TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5</p> <p>Funding Sources: Headphones with microphone for students to practice listening and speaking skills. - 199 - PIC 25 Bil./ESL State Allotment Funds - \$6,279, Teachers will create a print rich environment that incorporate sheltered instruction strategies. - 6300 Supplies and Materials- Title I Funds - \$7,949</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
<p>Problem Statement 4: 45% of all 3rd-5th Grade students are at likely passed at all subjects on STAAR Reading & Math. This places Golden Meadows at the 7th place from the bottom. Root Cause: Lack of effective small group instruction and planning. Lack of content knowledge expertise.</p> <p>Problem Statement 5: Kinder (33%), 4th grade (39%), and 5th grade (36%) were the grade levels with the lowest MAP reading growth for the 22-23 school year. Root Cause: Lack of effective small group instruction and classroom management.</p>

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

Performance Objective 3: Percent of students demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessments (grade 5) will increase from 18% in 2023 to 30% in 2024 (2026 goal = 80%).

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

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 grade teachers will plan and deliver classroom instruction to address academic vocabulary in context through visuals, hands-on activities, content walls, hands-on experiences, a print-rich environment, anchor charts, and applications that include all subject areas while focusing on all student groups with diverse needs, particularly at-risk students and SPED students.</p> <p>Strategy's Expected Result/Impact: Students will increase meets performance on STAAR Science and increase the percentage of growth proficiency on STAAR MAP.</p> <p>Staff Responsible for Monitoring: Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Education Galaxy Software - 6300 Supplies and Materials- Title I Funds - \$2,522, - 199 - PIC 23 SPED State Allotment Funds - \$1,311</p>	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use researched-based curriculum strategies, STAAR practice workbooks, and higher-level thinking skills/extension materials, including software.</p> <p>Strategy's Expected Result/Impact: Students will increase meets performance on STAAR Science and increase the percentage of growth proficiency on STAAR MAP.</p> <p>Staff Responsible for Monitoring: Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 30%	 70%	 15%	
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Students will increase meets performance on STAAR Science and increase the percentage of growth proficiency on MAP.</p> <p>Staff Responsible for Monitoring: Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 50%	 100%	 100%	
 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, postsecondary readiness and graduation rates, and decreasing student management incidences.







Performance Objective 4: Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Mathematics assessments (grades 3-5) will increase from 39% in 2023 to 50% in 2024 (2026 goal = 90%).

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 grade teachers will plan and deliver classroom instruction to help students make connections between the concrete and abstract through visuals, hands-on activities, content walls, hands-on experiences, manipulatives, a print-rich environment, anchor charts, and applications of math while focusing on all student groups with diverse needs, particularly at-risk students.</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on math assessments, increase math performance and reach MAP math projected growth.</p> <p>Staff Responsible for Monitoring: Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Small group instruction materials and manipulatives for math. - 6300 Supplies and Materials- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate model drawing and AVID strategies such as 2-3 column notes to solve math problems.</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on math assessments, increase math performance and reach MAP math projected growth.</p> <p>Staff Responsible for Monitoring: Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use research-based curriculum strategies, STAAR practice workbooks, and higher-level thinking skills/extension materials, including software.</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on math assessments, increase math performance and reach MAP math projected growth.</p> <p>Staff Responsible for Monitoring: Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Students will increase meets performance on STAAR Math and increase the percentage of growth proficiency on MAP.</p> <p>Staff Responsible for Monitoring: Administrators Support Teachers/Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:







Student Learning
<p>Problem Statement 4: 45% of all 3rd-5th Grade students are at likely passed at all subjects on STAAR Reading & Math. This places Golden Meadows at the 7th place from the bottom. Root Cause: Lack of effective small group instruction and planning. Lack of content knowledge expertise.</p>

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

Performance Objective 5: Percent of discretionary exclusionary consequences* will decrease from 17.5% in 2023 to 15% in 2024 (2026 goal <= 35%).

*defined as Exclusionary consequences: In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

Evaluation Data Sources: Review 360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in staff development and utilize a school-wide discipline system and Positive Behavior Intervention Strategies (PBIS) and SEL strategies to ensure a welcoming, positive, safe, and respectful school environment.</p> <p>Strategy's Expected Result/Impact: Decrease the number of office referrals across grade levels and create a safe school environment. Increase attendance.</p> <p>Staff Responsible for Monitoring: PBIS Team Administrators Teachers Staff</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Average attendance over the year was 93.51% and our goal is 97%. Root Cause: Lack of effective attendance monitoring system and incentives.</p>








Perceptions

Problem Statement 1: In the Panorama Teacher Survey, 61% of teachers stated they felt like they belonged. **Root Cause:** Many new staff members Lack of team bonding activities

Problem Statement 2: 53% of behavior office referrals came from the 4th grade. **Root Cause:** Lack of classroom management and consistency with behavior expectations.

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: FAMILY & COMMUNITY ENGAGEMENT: Total percent of parents who participate in the GISD Family Engagement Survey will increase from 4.9% in spring 2022 to 10.0% by 2026. (SY2023 interim goal = 7%)








Strategy 1 Details	Reviews			
<p>Strategy 1: The Family Engagement Survey will be sent via various methods of communication, including hard copies, Skylert Messages, ClassDojo, and a Newsletter.</p> <p>Strategy's Expected Result/Impact: The number of parents completing the Family Engagement Survey will increase.</p> <p>Staff Responsible for Monitoring: Administration Office Staff</p> <p>Title I: 2.6, 4.1</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
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 7: FAMILY & COMMUNITY ENGAGEMENT: Percent of parents as measured by GISD Family Engagement Survey responding favorably on Question: I feel welcome at this school will increase from 93% in spring 2022 to 98% by 2026. (SY2023 interim goal = 95 %)

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in the education of their child. Reduce disciplinary incidents. Increase attendance.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: 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: Demographics 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop jointly with, and distribute to parents, a Family Engagement Policy, which will outline how parents and the district, along with school staff, will share the responsibility for improved student academic achievement. Language translation of policy will be distributed and available in order to meet the needs of our families and students.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in the education of their child. Reduce disciplinary incidents. Increase attendance.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: PK/K Transition Meetings will be conducted to optimize school readiness for incoming PreK/K students and support their families during the transition process</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in the education of their child. Reduce disciplinary incidents. Increase attendance.</p> <p>Staff Responsible for Monitoring: Administrator PK and K teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: 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>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and counselor will support the transition to middle school for 5th graders moving to 6th grade by holding Transition Meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in the education of their child. Reduce disciplinary incidents. Increase attendance.</p> <p>Staff Responsible for Monitoring: Counselor Administrator 5th Grade Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Connect high school to career and college, 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 5 Details	Reviews			
<p>Strategy 5: Parents and students will be invited to participate in family learning events such as AVID, Literacy Nights, Math & Science Night, Multicultural Night/Passport Night, Parent University on Behavior, etc. to increase awareness of parent strategies to support learning and student behavior.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in the education of their child. Reduce disciplinary incidents. Increase attendance.</p> <p>Staff Responsible for Monitoring: Teachers Support Teachers/Coaches Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Parent Materials to Support Students at Home - 6300 Parent Involvement. Supplies T1 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Average attendance over the year was 93.51% and our goal is 97%. Root Cause: Lack of effective attendance monitoring system and incentives.
Perceptions
Problem Statement 2: 53% of behavior office referrals came from the 4th grade. Root Cause: Lack of classroom management and consistency with behavior expectations.

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 8: Percent of students yearly attendance rate will increase from 93.5% in 2023 to 96 % in 2024.

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The school will have a system to track student attendance and interventions, and the data is regularly reviewed to identify trends and adapt accordingly.</p> <p>Strategy's Expected Result/Impact: Increase student attendance and performance.</p> <p>Staff Responsible for Monitoring: Data Clerk Assistant Principal</p> <p>Title I: 2.6, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The school will have a monthly attendance incentive to motivate students to attend school.</p> <p>Strategy's Expected Result/Impact: Teachers Counselor Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 Problem Statements:







Demographics

Problem Statement 1: Average attendance over the year was 93.51% and our goal is 97%. Root Cause: Lack of effective attendance monitoring system and incentives.
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 9: By June 2024, the turnover rate at Golden Meadows Elementary will be reduced by 50%.

Evaluation Data Sources: EOY data

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete campus and district on-boarding processes and maintain open communication with all employees through various channels, such as face-to-face meetings, classroom observations, staff newsletters, campus events, coaching conversations, etc.</p> <p>Strategy's Expected Result/Impact: Staff Retention</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize best hiring practices, campus risk factor knowledge, and quality interview/selection processes in a timely manner to secure teachers and staff that meet all student needs.</p> <p>Strategy's Expected Result/Impact: Staff retention and selection of high-quality teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Staff retention, teacher capacity and student success</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue