

Garland Independent School District

Parsons Prekindergarten

2023-2024 Goals/Performance Objectives/Strategies



Public Presentation Date: August 24, 2023

Mission Statement

The GISD Pre-Kindergarten program ensures a comprehensive education in a child-centered environment. Our teachers, families, and communities provide learning opportunities that honor diversity and support student success in a safe, inclusive, and developmentally appropriate setting. Our academic program celebrates childhood, promotes student self-esteem, and facilitates student success as life-long learners and citizens.

Vision

We will celebrate learning and diversity every day in a child-centered environment that is developmentally appropriate and facilitates student achievement and success.

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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 equity in student management.

Performance Objective 1: Percent of students in Prekindergarten demonstrating early literacy as measured by their performance in the area of Vocabulary on Wave 3 of Circle, will increase from 69% to 75% for ESL (+6%) and from 61% to 70% for Bilingual (+9%) by 2023

Evaluation Data Sources: EOY CIRCLE administration (WAVE 3) testing data file (based on Bilingual and English Students "On Task" results).

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will intentionally teach vocabulary across multiple academic disciplines throughout the instructional day to include during transitions to reduce off task behavior while maintaining high student engagement.</p> <p>Strategy's Expected Result/Impact: Improved vocabulary acquisition and a viable home/school connection.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Materials to increase vocabulary. - 6300 Supplies and Materials- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide increased exposure to students and parents related to Circle Test vocabulary by embedding in various materials and real world examples/operations.</p> <p>Strategy's Expected Result/Impact: Improved vocabulary acquisition and a viable home/school connection.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in weekly PLC to internalize lessons, rehearse tier 1 instruction and address academic supports.</p> <p>Strategy's Expected Result/Impact: Improved vocabulary acquisition and a viable home/school connection.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
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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 equity in student management.


Performance Objective 2: Percent of students in Prekindergarten demonstrating early literacy as measured by their performance in the area of Alliteration under Phonemic Awareness on Wave 3 of CIRCLE, will increase from 54% to 70% by 2026. (SY2023 interim goal = 65.0 %)


Evaluation Data Sources: EOY CIRCLE administration (WAVE 3) testing data file (average percentage of Bilingual and English Students performing "On Task").

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use Frog Street songs, stories, message of the day, names and nursery rhymes to improve phonemic awareness and alliteration skill development. Teachers will also include the use of Kahoot and various student driven technology to support phonemic awareness/alliteration development.</p> <p>Strategy's Expected Result/Impact: Improved student phonemic awareness that will facilitate solid alliteration development.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Technology, supplies and materials to enhance phonemic awareness and alliteration skills - 6300 Supplies and Materials- Title I Funds - \$38,030</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished





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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 equity in student management.

Performance Objective 3: Percent of Prekindergarten ELL students demonstrating language acquisition, as measured by their performance in the area of Vocabulary on Wave 3 of CIRCLE, will increase from 65% to 90% by 2026 (SY2023 interim goal = 75%)





Evaluation Data Sources: Pre LAS Links Oral Language Component will increase by 1 level as indicated by the spring administration testing file results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will model daily news utilizing multiple word sentences to enhance language skill development. Through the use of Be Glad and AVID strategies teachers will also model and provide sentence stems, Graphic Organizational Input Chart (GOIC), one pagers, and Costa Level Questions to aide in language development and proficiency.</p> <p>Strategy's Expected Result/Impact: Improved student language acquisition and vocabulary development. (accountability subset)</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
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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 equity in student management.

Performance Objective 4: Percent of Prekindergarten students demonstrating scientific understanding as measured by On Task performance in the area of Science on Wave 3 CIRCLE, will increase from 51% in 2022 to 80% by 2026. (SY2023 interim goal = 60%)





Evaluation Data Sources: EOY CIRCLE administration (WAVE 3) testing data file (average percentage of Bilingual and English Students performing "On Task").

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide varied opportunities for students to engage in science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes utilizing Be Glad and AVID instructional strategies</p> <p>Strategy's Expected Result/Impact: Children develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal & Teaching Assistants</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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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 equity in student management.

Performance Objective 5: Percent of Prekindergarten students demonstrating mathematical proficiency, as measured by "On Task" performance on Wave 3 of CIRCLE, will increase from 51% in 2022 to 90% by 2026. (SY2023 interim goal = 60%)

Evaluation Data Sources: EOY CIRCLE spring administration (Wave 3) testing data file (accountability subset)





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide varied representations of numbers 1 through 30, shapes and colors using visual and physical representation, manipulatives, hands on learning experiences, pictorial, numerical representations, intentional vocabulary, model drawing, ten frames along with Be Glad and AVID organizational strategies.</p> <p>Strategy's Expected Result/Impact: Improved mathematical proficiency skills among all student groups (ESL, Dual Language and Eco Dis)</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and materials to enhance math - 6300 Supplies and Materials- Title I Funds - \$3,011</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Additional Instructional Aide will provide small group remedial support by lowering student instructional group size.</p> <p>Strategy's Expected Result/Impact: Improved mathematical proficiency skills.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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 equity in student management.

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences, i.e., In School Suspension (ISS), will decrease from 3% in 2022 to 1% by 2026. (SY2023 interim goal = 2%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate Restorative Practices, Conscious Discipline, Positive Behavior Interventions and Supports, and classroom management activities to meet the needs of early childhood learners. To include classroom management plans, communication plans, incentive plans for students, and additional sensory materials for our ESCE students and other students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increased self advocacy skill development and improved social emotional growth.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Substitutes for Teacher Trainings - 6100 Payroll- Title I Funds - \$6,400, Student cots to improve student social emotional development and academic achievement. - 6300 Supplies and Materials- Title I Funds - \$33,814</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate MyOn (early literacy program facilitated at school and supported at home) and parent and family workshops activities to assist parents with at home tools to extend academic connects.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement resulting in improved student vocabulary and math skill development.</p> <p>Staff Responsible for Monitoring: Teachers, Principal & Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Materials to support Parents with at home learning. Home/School connection. - 6300 Parent Involvement. Supplies T1 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will incorporate transitional activities to include videos, virtual meetings, Parent Involvement Policy and various digital strategies to help parents and students transition to prekindergarten.</p> <p>Strategy's Expected Result/Impact: Provide social emotional support to student and parents as they transition to prek. Equipping students and parents for success in prek.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: 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 the policy will be translated in multiple languages and will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement resulting in improved student vocabulary and math skill development.</p> <p>Staff Responsible for Monitoring: Teachers, Principal & Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: 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, all communication will be translated in multiple languages to include principal /teacher newsletters, fliers and callouts will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement resulting in improved student vocabulary and math skill development.</p> <p>Staff Responsible for Monitoring: Teachers, Principal & Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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