

Garland Independent School District

Freeman Elementary School

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

Freeman Elementary School is committed to implementing the highest standards of quality education for all children to reach their greatest potential in both academic and social emotional learning. We are dedicated to building a safe, nurturing, learning environment, led by qualified, caring staff that is responsive to the needs of all learners, respecting their diversity, values, culture, and community.

Vision

As a community we are preparing students for real world success through high academic and social expectations.

Value Statement

We value an empathetic learning environment that ensures positive interactions characterized by respect, integrity, and determination for all stakeholders.

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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 incidents. 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 incidents.








Performance Objective 1: Percent of students in grades 3-5 that demonstrate early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from Meets 21%, Masters 7% in May 2023 to 90% meets by 2025. (SY23/24 interim goal = Meets 45%, Masters 10%)

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will meet during and after school throughout the school year to observe, rehearse and prepare effective lessons utilizing HQIM- Amplify and follow lesson structures of the curriculum to provide rigorous lesson assignments and a well-rounded education to include reading, spelling, grammar and writing. (PLC planning, Amplify, Evaluation of Mclass, CNA) ESSR Funds will be used to for after school planning for Language Arts.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement to reach campus goals.</p> <p>Staff Responsible for Monitoring: Administration, ELST, IST, CST, Grade Level Teachers</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>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Title I interventionist and Teachers will monitor and support tier 3 students and analyze learning gaps and identify strategies to address those gaps through small group instruction . (monitor upper grades- STAAR progress, monitor lower grades- early literacy)</p> <p>Strategy's Expected Result/Impact: Student achievement will increase and be monitored by the following: Eduphoria, MAP Data, STAAR Data, Lesson Plans</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet during the school year during PLC and after school planning to promote student achievement by reviewing formative assessment , mclass and MAP Learning Continuum and creating action plans for differentiation, reteach, small group and next steps based on individual student needs to increase the meets and masters achievement level and ensure that all students meet projected EOY growth and increase performance band achievement on STAAR.</p> <p>Strategy's Expected Result/Impact: Increase student achievement to reach campus academic goals by monitoring PLC agendas, notes and lesson plans.</p> <p>Staff Responsible for Monitoring: Administration, Grade Level Teachers, Interventionist, SPED Teachers, SI Lead Teacher, ISTs</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: All grade level teachers will use research based reading strategies, IReady resources and Teacher toolbox, Lead4ward strategies and higher level thinking skills/extension materials (HQIM) to help close the achievement gap and increase student performance. (Lead4Ward, STAAR materials for 3, 4, 5)</p> <p>Strategy's Expected Result/Impact: Use of materials will increase student performance to meet campus academic goals</p> <p>Staff Responsible for Monitoring: Administration, ELST, Grade Level Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement small group literacy stations across grade levels and utilize small group instruction using mCLASS data to target and support individual needs during ELAR instructional block and small group.</p> <p>Strategy's Expected Result/Impact: Decrease student learning gaps in reading. Increase reading performance, DRA levels, and reached MAP Reading goals</p> <p>Staff Responsible for Monitoring: Administration, ELST, IST, Interventionist, Prek-5 Teachers</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>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Title I interventionist and Teachers will monitor and support Hispanic, African American and White sub-populations of students students and analyze learning gaps and identify strategies to address those gaps through small group instruction and after school tutorials . (monitor upper grades- STAAR progress, monitor lower grades- early literacy)</p> <p>Strategy's Expected Result/Impact: Increase in sub-population academic performance using MAP, Eduphoria, formative assessment and STAAR data.</p> <p>Staff Responsible for Monitoring: Administration, Interventionist, ISTs, Grade Level Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: To meet basic individual student classroom materials for our highly mobile, at-risk students, State Compensatory Education, Title One, Special Education and bilingual funds will be used to purchase supplies, manipulatives, and take home readers to enhance learning (EX. white boards, markers, ear phones, etc.) that will fill in the material gaps for identified at-risk students.</p> <p>Strategy's Expected Result/Impact: Intentional, meaningful and purposeful teaching occurs consistently and content and language objectives are clearly supported by lesson delivery utilizing classroom materials to support teaching and learning to improve academic performance on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Administration, ELST, IST, CST</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 - PIC 23 SPED State Allotment Funds - \$760, - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,612</p>	Formative			Summative
	Nov	Feb	Apr	June
	 50%			
Strategy 8 Details	Reviews			
<p>Strategy 8: Kinder-5th grade teachers will use student progress trackers to monitor student growth and develop intervention plans based on collected data.</p> <p>Strategy's Expected Result/Impact: Student achievement increase in Reading meets and masters STAAR results.</p> <p>Staff Responsible for Monitoring: Administrators, ELST, IST, CST, Grade Level Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
	 35%			
Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers, Substitutes (retired teacher) and support staff will implement small group Reading groups and stations across grade levels to reteach low performing objectives, utilize high leverage strategies as needed to make connections and support individual student needs during Reading instructional block, small group time and after school tutoring.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: Administration, CST, IST, Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$5,635, - 199 - PIC 24 State Comp Ed Funds - \$3,765</p>	Formative			Summative
	Nov	Feb	Apr	June
	 60%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:




Student Learning





Problem Statement 1: Based on the 2023 STAAR 2.0 Eduphoria report 87% of 4th and 5th grades did not meet grade level expectations on STAAR 2.0 . **Root Cause:** During the 2022-23 school year the 4th and 5th grade Math teacher struggled with implementation of Eureka Math and resigned

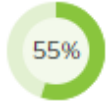




Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidents.

Performance Objective 2: Percent of EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 33.9% in 2022 to 76% by 2025. (28.57% Beginning, 46.43% Intermediate, 21.43% Advanced, 3.57% Advanced High)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers, interventionists, SPED teachers and specials teachers that support EBs will work collaboratively throughout the school year to plan and execute effective lessons that include high leverage and proven language acquisition strategies (Sheltered Instruction) that will be delivered in PLC each week.</p> <p>Strategy's Expected Result/Impact: Increase in EB student achievement.</p> <p>Staff Responsible for Monitoring: Administration, ELST, IST, CST, Interventionist, Grade Level Teams</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide students targeted language acquisition instruction to ensure EB students demonstrate one year's growth in their language development while incorporating sentence stems and required full sentence responses into instruction weekly and practicing for TELPAS using headsets with microphones.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS student and overall campus ratings.</p> <p>Staff Responsible for Monitoring: Administration, ELST, IST, CST, Grade Level Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Fall and Spring Parent Engagement programs for ELL parents to ensure that families understand TELPAS learning standards and progress measure.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS results</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 4 Details	Reviews			
<p>Strategy 4: Increase EB students' English language production and peer interaction by providing opportunities to communicate during whole group and small group instruction.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS results</p> <p>Staff Responsible for Monitoring: Administration, IST, CST, ELST</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Increase student performance through the use of iReady/Amira Products. Completed lessons will be tracked and students will receive recognition for completion with class competition.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS and STAAR achievement</p> <p>Staff Responsible for Monitoring: Administration, teachers of EB students, CST</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Administrators and teachers will ensure that each EB students is provided with linguistic and instructional accommodations as determined by the LPAC committee.</p> <p>Strategy's Expected Result/Impact: EB student performance will increase</p> <p>Staff Responsible for Monitoring: Administrators, ELST, teachers</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 7 Details	Reviews			
<p>Strategy 7: Kinder-5th grade teachers will use student progress trackers to monitor student growth and develop intervention plans based on collected data.</p> <p>Strategy's Expected Result/Impact: Student achievement increase in math and Reading meets and masters STAAR results.</p> <p>Staff Responsible for Monitoring: Administrators, ELST, IST, CST, Grade Level Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				



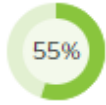




Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will implement small group math and Reading stations across grade levels to reteach low performing objectives, utilize manipulatives as needed to make connections between concrete and abstract models, and support individual student needs during math and Reading instructional block.</p> <p>Strategy's Expected Result/Impact: increased student performance</p> <p>Staff Responsible for Monitoring: Administration, CST, IST, Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools</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 graduation rates and decreasing student management incidents.

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 9% masters to 80% meets by 2025. (SY23/24 interim goal = Meets 50%, Masters 10%)

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)




Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the required daily schedule of science and utilize Garland ISD curriculum and the 5 E model in conjunction with research based strategies. (Engage, Explore, Explain, Elaborate and Evaluate)</p> <p>Strategy's Expected Result/Impact: Improved Science STAAR results</p> <p>Staff Responsible for Monitoring: Administration , Grade Level Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use common assessments (district and campus) and monitor progress through data meetings to drive instructional planning and interventions</p> <p>Strategy's Expected Result/Impact: Increase of student achievement by aligning teacher created exemplars and student work.</p> <p>Staff Responsible for Monitoring: Administrators, Grade Level Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				








Strategy 3 Details	Reviews			
<p>Strategy 3: All grade levels will use hands-on learning science activities and outdoor investigations to support student academic growth for a minimum of K/1: 80%, 2/3: 60%, 4/5: 50% of science instructional time.</p> <p>Strategy's Expected Result/Impact: Increase of student achievement by aligning teacher created exemplars and student work.</p> <p>Staff Responsible for Monitoring: Administrators, Grade Level Teachers</p> <p>TEA Priorities: 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: Students will use open-ended level and STAAR formatted science questions with hands on learning experience to connect conceptual learning to paper/pencil assessments.</p> <p>Strategy's Expected Result/Impact: Increase in campus-wide science student achievement to reach campus goals</p> <p>Staff Responsible for Monitoring: Administrators, ELST, IST, CST, Grade Level Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will use research based strategies in ELlevation and Amplify to support science vocabulary and increase background knowledge</p> <p>Strategy's Expected Result/Impact: Increase in student achievement to reach campus academic goals by monitoring PLC agendas, PLC notes and lesson plans.</p> <p>Staff Responsible for Monitoring: Administrators, IST, Grade Level Teachers</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 graduation rates and decreasing student management incidents.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on Math STAAR 2.0 will increase from 12% meets and 5% masters to 90% meets by 2025. (SY23/24 interim goal = Meets 40%, Masters 10%)

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



Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during the school year in PLC to promote student achievement by reviewing weekly formative assessment and MAP Learning Continuum and creating a plan for differentiation, reteach, small group and next steps based on individual student needs to increase the meets and masters achievement level.</p> <p>Strategy's Expected Result/Impact: Student achievement increase in math meets and masters STAAR results.</p> <p>Staff Responsible for Monitoring: Administrators, IST, ELST, CST, Grade Level Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder-5th grade teachers will use aggressive monitoring data to determine gaps in student learning and support gaps in small group instruction.</p> <p>Strategy's Expected Result/Impact: Student achievement increase in math meets and masters STAAR results.</p> <p>Staff Responsible for Monitoring: Administrators, ELST, IST, CST, Grade Level Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Kinder-5th grade teachers will use student progress trackers to monitor student growth and develop intervention plans based on collected data.</p> <p>Strategy's Expected Result/Impact: Student achievement increase in math meets and masters STAAR results.</p> <p>Staff Responsible for Monitoring: Administrators, ELST, IST, CST, Grade Level Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				






Strategy 4 Details	Reviews			
<p>Strategy 4: Grade level teachers will meet in targeted PLC times weekly throughout the school year to prepare effective lessons utilizing HQIM- Eureka lesson internalization, follow lesson structures of the curriculum to provide rigorous lesson assignments, high leverage instructional strategies and a well-rounded education of math objectives. (PLC Planning, Eureka, ST MATH)</p> <p>Strategy's Expected Result/Impact: Improved STAAR Math results</p> <p>Staff Responsible for Monitoring: Administration, CST, IST, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement small group math lessons and stations across grade levels to reteach low performing objectives, utilize manipulatives as needed to make connections between concrete and abstract models and support individual student needs during math instructional block.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: Administration, CST, IST, Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: All grade level teachers will use research based math strategies, STAAR practice workbooks, Lead4ward strategies and higher level thinking skills/extension materials to help close the achievement gap and increase student performance. (Lead4ward, iReady, Think Up materials for 3, 4, 5</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 graduation rates and decreasing student management incidents.

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 18% in May 2022 to 15% by May 2023. (2025 target= 35%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Discipline data will be analyzed by staff monthly (PBIS/CIT Team) who will recommend next steps for students in need of behavioral interventions discussed while teachers implement PBIS and CHAMPS structures and expectations to promote safe and positive student behavior and academic readiness. 22-23 Priorities include: guidelines for success, CHAMPS implementation, lesson plans for teaching expectations, student and staff incentives)</p> <p>Strategy's Expected Result/Impact: Decrease in classroom incidents, improvement in campus culture</p> <p>Staff Responsible for Monitoring: Administration, Discipline Committee</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategically planned and scheduled SEL time will be identified in the master schedule and implemented daily.</p> <p>Strategy's Expected Result/Impact: Decrease in schoolwide discipline incidents and build school/classroom community.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, para staff, professional staff.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement culturally responsive training to include school wide social emotional learning supports to support improvement of School Climate and relationships between teachers to student and student to student so that students are mentally and emotionally ready to resume learning.</p> <p>Strategy's Expected Result/Impact: Establish Tier 1 common area expectations (hallway, cafeteria, playground, restroom) Establish strong culture and relationship</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</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>				

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 incidents.

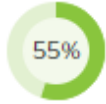

Performance Objective 6: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2022 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:






All Students: Reading Academic Achievement from 21% (2023) to at least 45% (min target)
 All Students: Mathematics Academic Achievement from 12% (2023) to at least 40% (min target)
 All Students: Student Success (D1 STAAR Component) from 49% (2023) to at least 70% (min target)

Hispanic Students: Reading Academic Achievement from 16% (3rd), 25% (4th), 25% (5th)
 Hispanic Students: Mathematics Academic Achievement from 25% (3rd), 14%(4th), 19% (5th)
 Hispanic Students: All grades, All Subjects 18% met standard

Economically Disadvantaged Students: All grades, All Subjects 16% met standard

EB/EL Students: All grades/All Subjects 15% met standard



Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers that support Hispanic, Economically Disadvantaged and EB students throughout the school year will utilize effective data driven/instructional practices.</p> <p>Strategy's Expected Result/Impact: Increase in Hispanic, Economically Disadvantaged and EB student achievement.</p> <p>Staff Responsible for Monitoring: Administration, ELST, IST, CST, Grade Level Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Leadership team will monitor the progress of the Hispanic, Economically Disadvantaged and EB students using CBA data.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use the MAP Learning Continuum to differentiate instruction based on individual student needs to increase the meets and masters achievement level.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 326 663 370">  No Progress </div> <div data-bbox="768 326 982 370">  Accomplished </div> <div data-bbox="1083 326 1331 370">  Continue/Modify </div> <div data-bbox="1440 326 1625 370">  Discontinue </div> </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 incidents.

Performance Objective 7: By the end of the 2023-2024 school year, 80% or more of parents will attend at least 2 parent and family engagement opportunities geared towards engaging parents in student's education and performance.

Evaluation Data Sources: sign in sheet and district survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will communicate with parents using student planners, class DOJO, and weekly grade level newsletter.</p> <p>Strategy's Expected Result/Impact: Improved parental engagement</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent training and involvement will be provided on how to help their children be successful at school through the use of Science Supplemental Materials, ELAR teaching and Learning Materials and TELPAS (environmental print, STAAR measures, Literacy for primary)</p> <p>Strategy's Expected Result/Impact: Improved Parent Participation and Academic Performance</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, IST, CST, ELST</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$2,000, - 6100 Parent Inv. Payroll T1 - \$251</p>	Formative			Summative
	Nov	Feb	Apr	June
				








Strategy 3 Details	Reviews			
<p>Strategy 3: Develop jointly with, and distribute to parents, a written PFE and parent compact policy that describes how the school will inform parents of the school's participation in the Title 1, Part A program, and strategies that the school will use to build the capacity of parents to support their child's 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. Annual Title 1 parent conference will be held in October where 100% of families will have the opportunity to review and provide feedback on the school-parent compact.</p> <p>Strategy's Expected Result/Impact: Improved parent engagement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Transition activities will be provided to incoming PreK/K and outgoing 5th graders. Support school readiness for incoming PREK/K through school transition meeting for families of incoming students where information about PreK/K readiness will be reviewed. 5th graders will attend middle school recruitment activities and planning in the Spring of 5th grade where information on graduation plans, and college and career readiness will be reviewed</p> <p>Strategy's Expected Result/Impact: Successful transition of PREK/K and 5th grade students</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Complete parent conference (F2F or virtual, if necessary), Meet the Teacher, Parent Information Night, Fall and Spring Conferences</p> <p>Strategy's Expected Result/Impact: Improved parent engagement</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Building a community (family engagement) utilizing the PTA to build connections between teachers, school staff, students, neighbors and the wider community to support their students. Through events, programs, fundraising and community outreach efforts, Freeman's PTA will create ties to the school in fun, engaging and innovative ways.</p> <p>Strategy's Expected Result/Impact: Improved Parental Involvement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</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>				

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 incidents.

Performance Objective 8: By June 2024, the turnover rate at Freeman Elementary will be reduced by 50%.

Evaluation Data Sources: turnover 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: reduced turnover rate</p> <p>Staff Responsible for Monitoring: Administration</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: reduced staff turnover</p> <p>Staff Responsible for Monitoring: Administration</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: reduced teacher turnover</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				