

Garland Independent School District

Parsons Prekindergarten

2020-2021 Goals/Performance Objectives/Strategies



Board Approval Date: October 27, 2020
Public Presentation Date: September 29, 2020

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 2021.

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

<p>Strategy 1: Teachers will intentionally teach vocabulary 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>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
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<p>Strategy 2: Teachers will provide increased exposure to students and parents related to vocabulary using various text materials media, technology and real world 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>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Student Chrome books carts & computers (Install & White Glove SVC) - 6200 Contracted Services/Registration- Title I Fun - 62999 - \$2,830, Student Chrome books carts & computers - 6300 Supplies and Materials- Title I Funds - 63911 - \$42,225, Supplies and materials for Parent at home skill development activities - 6300 Parent Involvement. Supplies T1 - \$2,410, BT for difference in 19.20 & 20.21 CB Bundles - 6300 Supplies and Materials- Title I Funds - 63911 - \$2,623, Various materials to facilitate the foundational development of early literacy skills - 6300 Supplies and Materials- Title I Funds - \$3,600, interactive Smart Boards - 6600 Capital Outlay- Title I Funds - \$11,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 2019-2020 MOY CIRCLE results, ESL students performed at 35% and Bilingual students performed at 25% on rapid vocabulary. Root Cause: Students have a lack of exposure to multiple words and background knowledge.</p>

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 Phonemic Awareness on Wave 3 of CIRCLE, will increase from 61% to 70% by 2026. (SY2021 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").

<p>Strategy 1: Teachers will use 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, Flip Grid and various student driven technology to support 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>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: SpEd Instructional Materials - 199 - PIC 23 SPED State Allotment Funds - \$924, Materials to support alliteration development - 6300 Supplies and Materials- Title I Funds - \$600</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 2019-2020 MOY CIRCLE results, ESL students performed at 63% and Bilingual students performed at 58% on alliteration. Root Cause: Students have an insufficient acquisition of letter sound skill development.</p>

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 English language acquisition, as measured by earning yearly progress indicator on the Pre Language Assessment Scales Links (Pre LAS Links) , will increase by 10% in 2021 to 77% by 2026. (SY2021 interim goal = 57%)

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

<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, GOIC and one pagers 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>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ELL Instructional Materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$7,544</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 2019-2020 MOY CIRCLE results, ESL students performed at 35% and Bilingual students performed at 25% on rapid vocabulary. Root Cause: Students have a lack of exposure to multiple words and background knowledge.</p>

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 0% in 2020 to 80% by 2026. (SY2021 interim goal = 51.0%)

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

<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>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
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 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 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 2020 to 90% by 2026. (SY2021 interim goal = 60%)

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

<p>Strategy 1: Teachers will provide varied representations of numbers 1 through 30 using 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.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal & Teaching Assistants</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Math manipulatives that foster numeral literacy - 199 - PIC 24 State Comp Ed Funds - \$6,592</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 2: Additional Instructional Aide will provide small group remedial support by lower 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>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: 2019-2020 MOY CIRCLE results, both ESL and Bilingual students performed at 49% on math operations. Root Cause: Students have a lack of number sense and experience in concrete applications.</p>

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 2020 to 1% by 2026. (SY2021 interim goal = 2%)

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

<p>Strategy 1: Teachers will incorporate Restorative Practices and Positive Behavior Interventions and Supports classroom management activities to meet the needs of early childhood learners.</p> <p>Strategy's Expected Result/Impact: Increased self advocacy skill development and improved social emotional growth.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 2: Teachers will incorporate Ready Rosie, Love & Logic parent 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>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<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>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				