

Garland Independent School District
Dorsey Elementary School
2018-2019 Goals/Performance Objectives/Strategies

Mission Statement

Dorsey Elementary along with GISD will provide a quality education for all students

In a way that:

- *Continually increases expectations for and achievement of every student
- * Develops self motivation and strong work habits in all students
- * Ensures a safe and well maintained, technologically equipped environment
- * Successfully educates a culturally and economically diverse student population
- * Stimulates continuous professional growth which ensures effective, research based classroom instruction, and
- * Engages families and the community as active and equal partners in education,

So that:

Every student will be equipped for life-long learning, responsible citizenship, and productive employment in a rapidly changing and diverse society.

Vision

Norma Dorsey Elementary accepts the responsibility to empower students to be successful learners. Our purpose is to model a positive attitude towards learning, which incorporates active listening skills, appropriate behavior, and responsibility in an organized, pleasant, and inviting environment. Norma Dorsey students will eagerly participate in the journey of life long learning, developing into respectful and resourceful citizens.

Table of Contents

Goals 4

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

Goals



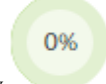

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 43.9% to 90% by 2025. (18/19 interim goal = 50%)

Evaluation Data Source(s) 1: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will teach academic vocabulary in context using visuals and application that includes discussion, writing, and illustrating.	2.4, 2.5, 2.6	Administration Teachers	Classroom Walkthroughs Lesson Plans PLC meetings reviewing data				
	Problem Statements: Student Achievement 1, 4						
Targeted Support Strategy Critical Success Factors CSF 1 2) Teachers will provide guided reading with fidelity- using Benchmark books, teacher guides, and AVID strategies, with a focus on the level of questioning for comprehension.	2.4, 2.6	Administrators Teachers	Lesson Plans Assessments Learning Log Classroom Walkthroughs				
	Problem Statements: Student Achievement 1, 4 Funding Sources: 6100 Payroll- Title I Funds - 1755.00, 6200 Contracted Services/Registration- Title I Fun - 1520.00						
Targeted Support Strategy Critical Success Factors CSF 1 3) Teachers will facilitate student independent reading accountability, including but not limited to; reading response journals, goal setting and motivational systems to celebrate reading on the campus.	2.4, 2.6	Administrators Teachers Librarian	Students Journals Assessments Learning Log Organizational Tools				
	Problem Statements: Student Achievement 1, 4						

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Teachers will utilize MAP, Istation, Imagine Learning and DRA data to identify students who need additional support in acquiring Reading skills. Teachers and intervention specialists will conduct small reading groups to increase fluency, vocabulary and reading comprehension, an emphasis will be placed on ELL, Special Education, At-risk, and those students groups identified as under performing: Asian and Two or More Races.</p>	2.4, 2.5, 2.6	Teachers Interventionist Administrators Counselor	Assessments Intervention Logs Progress Monitoring RTI/SST				
<p>Problem Statements: Student Achievement 1, 4 Funding Sources: 199 - State Comp Ed Funds - 1035.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Students in grades 3-5 will receive targeted, small group instruction in extended day with an emphasis on ELL, At-risk, and Special Education, and those student groups identified as under performing: Asian and Two or More Races.</p>	2.4, 2.5, 2.6	Teachers Administrators	Assessments Classroom Walkthroughs Sign-in Sheets				
<p>Problem Statements: Student Achievement 1, 4 Funding Sources: 6100 Payroll- Title I Funds - 3500.00</p>							
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Performance Objective 1 Problem Statements:

<p>Student Achievement</p>
<p>Problem Statement 1: Based on the 2018 STAAR Reading assessment results, 27% of ELL students in grades 3-5 met the Meets Grade Level standard compared to 62% non-ELL students. Root Cause 1: Language acquisition, meaning of words/ using context clues, academic vocabulary, language awareness, academic vocabulary development, vocabulary, reading comprehension skills</p>
<p>Problem Statement 4: Based on the 2018 EOY Reading MAP data 65% of students in grades 3-5 met their projected growth compared to 83% of students in K-2. Root Cause 4: Goal setting, accountability, students not taking it seriously, computer test/ paper test taking skills (going back to look at passage), format confusion, MAP vocabulary vs. STAAR vocabulary style questions, students not being versed in how questions are asked and that questions are for the same passage, students don't take it serious/or put forth best effort, consistent expectations for students</p>

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

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 39.2% to 70% by 2025. (18/19 interim goal = 47%)

Evaluation Data Source(s) 2: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) Teachers will implement an aligned, rigorous curriculum that will include monthly writing samples for grade K-5, vertically aligned writing rubrics, address foundational and mechanical writing skills and self-reflection.</p>	2.4, 2.5	Administrators Teachers	Lesson Plans Learning Samples Assessments Learning Log				
	Problem Statements: Student Achievement 3						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) 4th Grade teachers will participate in Writing PLC's with other campuses as well as each other multiple times during the school year to calibrate scoring and address writing process concerns.</p>	2.4, 2.6	Teachers Administrators IST	Assessments Writing Rubrics PLC minutes				
	Problem Statements: Student Achievement 3 Funding Sources: 6100 Payroll- Title I Funds - 1125.00						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>3) Teachers will purposefully integrate writing across content areas at all grade labels including but not limited to AVID WICOR strategies, interactive word walls, balanced literacy, interactive notebooks, and small group targeted instruction.</p>	2.4, 2.5	Teachers Administrators	Classroom Walkthroughs Assessments Intervention Logs				
	Problem Statements: Student Achievement 3						

Critical Success Factors CSF 1 CSF 5 4) Students will utilize organizational tools to encourage personal responsibility and ownership in their learning as well as providing a vehicle for parent communication.	2.4	Teacher Administrators AVID Site Team	Assessments Binders/Agendas				
	Funding Sources: 6300 Parent Involvement. Supplies T1 - 1650.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 5) Teachers will participate in writing workshops to enhance their professional growth and ability to positively impact student writing achievement, with an emphasis on ELL, At-Risk, Special Education, and those students groups identified as under performing: Asian and Two or More Races.	2.4, 2.6	Administrators Teachers IST	Classroom Walkthroughs Assessments Writing Samples PLC minutes				
	Problem Statements: Student Achievement 3 Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 1400.00, 6100 Payroll- Title I Funds - 750.00						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: Based on the 2018 STAAR Writing assessment 46% of students in 4th grade met the Meets Grade Level standard. Root Cause 3: Across the board expectations, writing skills/essay format - foundation writing skills, making time to do content specific writing, revising & editing, (K-5 Teacher training)

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 ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 55.8% to 76% by 2025. (18/19 interim goal = 64%)

Evaluation Data Source(s) 3: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy Critical Success Factors CSF 1 1) Teachers will teach academic vocabulary in context using visuals and application that includes student dialogue, reflective writing, illustrating, and real-world experiences.	2.4, 2.5	Teachers ESL teacher Administrators	Assessments Classroom Walkthroughs Learning Logs Journals				
Problem Statements: Student Achievement 1							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Based on the 2018 STAAR Reading assessment results, 27% of ELL students in grades 3-5 met the Meets Grade Level standard compared to 62% non-ELL students. Root Cause 1: Language acquisition, meaning of words/ using context clues, academic vocabulary, language awareness, academic vocabulary development, vocabulary, reading comprehension skills





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 in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 46.3% to 80% by 2025. (18/19 interim goal = 41%)

Evaluation Data Source(s) 4: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy Critical Success Factors CSF 1 1) Teachers will provide interactive and engaging lessons that will build a stronger foundation and understanding of science content as it applies to real-world situations.	2.4, 2.5	Teachers Administrators	Assessments Classroom Walkthroughs PLCs				
				Problem Statements: Student Achievement 5 Funding Sources: 199 - State Comp Ed Funds - 3150.00			
Targeted Support Strategy Critical Success Factors CSF 1 2) Teachers will teach academic vocabulary in context using visuals and application that includes discussion, writing, and illustrating.	2.4, 2.5	Teachers Administrators	Assessments Classroom Walkthroughs				
				Problem Statements: Student Achievement 5			
Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 3) Students will complete challenges related to Science, Technology, Engineering, Art and Math in order to make real-world connections, develop problem solving skills and build a deeper understanding of the content while creating a final product.	2.4, 2.5	Teachers Administrators	STEAM Entries Lesson Plans Assessments				
				Problem Statements: Student Achievement 5 Funding Sources: 6300 Supplies and Materials- Title I Funds - 200.00			

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Students in grades 3-5 will be provided opportunities to participate in extended day to receive additional instruction in the areas that have been identified for individual student growth with an emphasis on ELL, At-risk, and Special Education, and those students groups identified as under performing: Asian and Two or More Races.</p>	2.4, 2.5, 2.6	Teachers Administrators	Assessments Classroom Walkthroughs Sign-in Sheets				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Administrators and teachers will design a Family Learning Night to include information on AVID, STEAM activities, and Reading and Math activities and to foster parental involvement.</p>	3.2	Administrators Teachers	Parent Sign in Sheets Parent Survey Results Parent Volunteer Hours				
<p>Funding Sources: 6100 Payroll- Title I Funds - 1000.00</p> <p>Funding Sources: 6300 Parent Involvement. Supplies T1 - 365.00</p>							
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Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 5: Based on the 2018 STAAR Science assessment, 17% of Economically Disadvantaged students in grade 3-5 met the Meets Grade Level standard compared to 58% of non-Economically disadvantaged students. Root Cause 5: Vocabulary, lesson connections/multiple exposure/visuals, scientific comprehension, real world experiences, relating prior year learning to 5th grade expectations, test question wording/format</p>



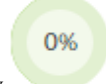

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 64.2% to 90% by 2025. (18/19 interim goal = Grade 3-46%; Grade 4-57%; Grade 5-56.5%)

Evaluation Data Source(s) 5: STAAR spring administration testing data file (first-time testers only; accountability subset)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will incorporate fact fluency opportunities through work stations and technology. Teachers will develop progress monitoring tools to be shared during PLCs.</p>	2.4, 2.6	Teachers Administrators	Assessments PLC minutes Classroom Walkthroughs				
Problem Statements: Student Achievement 2							
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) Teacher will be responsible for tracking and setting appropriate growth goals with individual students multiple times throughout the year using various assessments; Imagine Learning Math / Math Facts, MAP/MPG, Curriculum Assessments</p>	2.4, 2.5, 2.6	Counselor Teachers Administrators	Assessments Goal Worksheets PLCs				
Problem Statements: Student Achievement 2							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will utilize assessment tools to allow for timely progress monitoring and specific feedback for students to ensure continued success.</p>	2.4	Teachers Administrators	Assessments				
Funding Sources: 6300 Supplies and Materials- Title I Funds - 1650.00							

<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>4) Students in grades 3-5 will receive targeted, small group instruction in extended day with an emphasis on ELL, At-risk, and Special Education, and those student groups identified as under performing: Asian and Two or More Races.</p>	2.4, 2.5, 2.6	Teachers Administrators	Assessments Sign-in Sheets Classroom Walkthroughs				
<p>Problem Statements: Student Achievement 2 Funding Sources: 6100 Payroll- Title I Funds - 6309.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Teachers will utilize MAP and istation data to identify students who need additional support in acquiring Math skills. Math groups will focus on vocabulary, math fluency, and problem solving using hands on materials to allow students to move from concert to abstract thinking. An emphasis will be placed on ELL, Special Education, and those students groups identified as under performing: Asian and Two or More Races.</p>	2.4, 2.5, 2.6						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 5 Problem Statements:



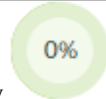

<p>Student Achievement</p> <p>Problem Statement 2: Based on the 2018 Math MAP data, 37% of students in grades 2-5 did not meet their projected student growth. Root Cause 2: Goal setting, accountability, students not taking it seriously, computer test/ test taking skills, format confusion, MAP vocabulary vs. STAAR vocabulary style questions, students not being versed in how questions are asked, students don"t take it seriously/or put forth best effort, expectations for students, student buy-in.</p>

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

Performance Objective 6: 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 45% to 35% by 2025. (18/19 interim goal = 26.7%)

Evaluation Data Source(s) 6: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy Critical Success Factors CSF 4 CSF 6</p> <p>1) Administrators and teachers will develop and facilitate professional development and resources relevant to developing relationships and a culture of mutual respect in the classroom.</p>	2.6	Administrators Teachers Counselor	Review 360 Professional Development Counselor Lessons				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							