

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



Mission Statement

Joyce Giddens-Steadham Elementary School will ensure that all students are afforded the opportunity to develop and enhance the academic and social skills that are essential to becoming productive, responsible citizens.

Vision

Reaching and teaching every student, every day.

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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 in grades 3rd-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 50.0% to 54.0% (grade 3), 29.6% to 39.7% (grade 4), 50.0% to 60.1% (grade 5) by 2019 and to 90% by 2025. (1819 interim goal = 54%)

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
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will implement Balanced Literacy components including DRA, guided reading groups, and running records for fluency development.	2.4, 2.5, 2.6	Teachers	Student growth on map.				
		Administrators	Student performance on District/State assessments and benchmarks.				
Problem Statements: Student Achievement 1							
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 2) Teachers will engage in vertical planning to align reading strategies to improve comprehension campus wide. (AVID)	2.4, 2.6	Teachers	Data driven students and student accountability.				
			Increased scores in testing.				
Problem Statements: Student Achievement 1							
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Teachers will utilize Lead4ward research based best practices and instructional planning guides in all content areas during planning and lesson execution.	2.4, 2.5						
		Funding Sources: 199 - State Comp Ed Funds - 1000.00, 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - 100.00					

Critical Success Factors CSF 1 CSF 4 CSF 7 4) Teachers will utilize AVID trainings, binders for organization, and note taking strategies across all grade levels to support students in developing concepts and retaining new knowledge in all core subjects.		Administration Teachers AVID Site Team	Student Organization with AVID Binder and note taking				
	Funding Sources: 6300 Supplies and Materials- Title I Funds - 500.00						
5) Teachers will increase student use of critical reading strategies such as marking the text, inside/outside vocabulary, and text dependent questioning, in the small group setting so that 80% of all students (K-5) will meet or exceed their projected growth by EOY in reading.		Administration	EOY Map scores Student performance on District/State assessments and benchmarks.				
	Funding Sources: 6300 Supplies and Materials- Title I Funds - 2101.30						
Critical Success Factors CSF 1 CSF 2 CSF 4 6) Teachers will utilize small group teacher led instruction to specifically target and support individual student needs.	2.4, 2.5, 2.6						
Critical Success Factors CSF 1 CSF 2 CSF 4 7) Teachers will utilize data from DRA, EDL, MAP, ISIP and formative assessment to plan small group, teacher-led instruction to specifically target and support individual student needs.	2.4, 2.5, 2.6	Teachers Administration	EOY MAP Student performance on District/State assessments and benchmarks.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Less than 58% in grade 3-5 reading for all sub groups met grade level standards. Root Cause 1: Lack of depth in vocabulary study

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 18.3% to 70% by 2025. (1819 interim goal = 28.0%)

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>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Teachers will utilize revising and editing strategies to strengthen student's knowledge of grammar rules, focusing on the invitation to notice model.</p>	2.4, 2.5, 2.6	Teachers Administrators	Student performance on District/State assessments and benchmarks.				
Problem Statements: Student Achievement 3							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will use rubrics to provide individual student feedback on student writing. Students will use rubrics to guide and assess their own writing.</p>	2.4, 2.5, 2.6	Teachers Administration ISTs	Student performance on District/State assessments and benchmarks.				
Problem Statements: Student Achievement 3							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will implement Lucy Caulkins strategies and trainings in grade 3 and 4.</p>	2.4, 2.5, 2.6	Teachers Administration ISTs	Student performance on District/State assessments and benchmarks.				
Problem Statements: Student Achievement 2, 3 Funding Sources: 6300 Supplies and Materials- Title I Funds - 1200.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Teachers will plan and implement critical writing across all core content areas.</p>	2.4, 2.6						
Problem Statements: Student Achievement 2							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: 19% of 4th grade students met meets grade level standards on the 2017-2018 STAAR Writing. Root Cause 2: Lack of training
Problem Statement 3: 0% of ELL students met meets grade level standards in 4th grade writing STAAR for 2017-2018. Root Cause 3: Lack of training and ELL strategies

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 59.6% to 76% by 2025. (1819 interim goal = 61%)

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
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Administrators and teachers will ensure that each ELL student is provided with linguistic and instructional accommodations as determined by the LPAC as well as tracking the TELPAS data for continual student growth.</p>	2.4, 2.5, 2.6	Teachers Administrators I-team	Student performance on District/State assessments and benchmarks.				
Problem Statements: Student Achievement 3							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will teach academic vocabulary in context through hands-on experience, visuals, and application that includes discussion, writing, and illustrations.</p>	2.4, 2.6	Teachers	Student performance on District/State assessments and benchmarks. Student growth on TELPAS.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Bilingual teachers grades K-3 will teach using the Gomez & Gomez model of instruction for all content areas. Strategies include: Bilingual Pairs, word walls (to build vocabulary), content wall (to anchor concepts), and journal writing in all content areas to improve critical writing and thinking.</p>	2.4, 2.5, 2.6	Bilingual K-3 Teachers Administration	Student growth on MAP Math and Reading. Student performance on District/State assessments and benchmarks. Student growth on Telpas.				
Problem Statements: Student Achievement 3							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Teachers will utilize formative assessments to track student understanding by SE.</p>	2.4, 2.6	Teachers	Student growth on MAP Math and Reading. Student performance on District/State assessments and benchmarks.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: 0% of ELL students met meets grade level standards in 4th grade writing STAAR for 2017-2018. Root Cause 3: Lack of training and ELL strategies

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 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 40.5% to 80% by 2025. (1819 interim goal = 41.2%)

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
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will utilize Lead4ward (K-5) and Region 4 material (grades 4-5) to pre-teach academic vocabulary aligned to the unit of instruction and continuously spiral science strategies aligned to the TEKS.</p>	2.4, 2.5, 2.6	Teachers	Student performance on District/State assessments and benchmarks.				
<p>Problem Statements: Focus 1 Funding Sources: 6300 Supplies and Materials- Title I Funds - 650.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will provide students with weekly opportunities for hands-on learning throughout the year such as experiments, garden walk-throughs, etc.</p>	2.4, 2.5, 2.6	Teachers	Student performance on District/State assessments and benchmarks.				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 4 Problem Statements:

Focus
<p>Problem Statement 1: 0% of ELL students met the meets level standards in STAAR science. Root Cause 1: Lack of training and ELL strategies.</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 5 on STAAR Math, will increase from 53.8% to 90% by 2025. (1819 interim goal = 54.6%)

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
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will disaggregate data from MAP, unit assessments and other formative assessments during PLCs to plan targeted reteach for spiraled review and activities.	2.4, 2.5, 2.6	Teachers	Student growth on MAP Math and Reading.				
		Administration	Student performance on District/State assessments and benchmarks.				
Funding Sources: 6100 Payroll- Title I Funds - 2000.00							
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers and Interventionist will teach small groups of student needs to assist using research-based intervention and instructional resources with attention to the performance of White, African American, Hispanic, and Special education student group performance in relation to the closing the gap domain targets.	2.4, 2.5, 2.6	Administrators, Teachers, and Interventionist	Student growth on MAP Math and Reading.				
			Student performance on District/State assessments and benchmarks.				
Problem Statements: Student Achievement 7							
Funding Sources: 6100 Payroll- Title I Funds - 3263.60, 6300 Supplies and Materials- Title I Funds - 2056.10, 199 - State Comp Ed Funds - 2870.00							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Teachers will plan aligned, rigorous instruction by unpacking TEKS, creating daily learning objectives, and developing teacher and student exemplars.	2.4, 2.5, 2.6	Teachers	Student growth on MAP Math and Reading.				
		Administrators	Student performance on District/State assessments and benchmarks.				

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 7: 25% or lower of the 4th grade White, Asian & African American students met expected growth for Math & 11% or lower under Accelerated growth with 0% for Asians

Root Cause 7: Lack of depth in vocabulary, inconsistent collaborative planning among grade level teachers.

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 21% to 20.5% by 2019 and remain under the 35% goal by 2025. (1819 interim goal = 20.5%)

Evaluation Data Source(s) 6: Review 360 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>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will explain clearly defined school wide expectations for behavior to students during the first week of school and communicate the plan with parents through a variety of methods (restorative practices and newsletters).</p>	2.4, 2.5, 2.6	Teachers Counselor Administration	Decrease in student discipline				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Teachers will implement campus wide initiatives such as "Eagle Eyes" and "Eagle Bucks" for positive reinforcement of leadership behavior in students and entire classes on campus.</p>	2.4, 2.5, 2.6	Teachers Administration	Student growth on MAP Math and Reading. Student performance on District/State assessments and benchmarks. Decrease in Review 360 incidents.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Teachers will use restorative practices to teach and model appropriate classroom/school behavior.</p>	2.4, 2.5, 2.6	Teachers, Students, Counselors, Administrators, all staff, and Parents	Review 360 Classroom incidents and referrals				
Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 268.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>4) The counselor will provide guidance lessons for students overall character development.</p>	2.4, 2.5	counselor	increased student confidence less review 360 incidents and referrals				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = 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 7: Parent engagement will increase by 10% in the 2018-2019 school year.

Evaluation Data Source(s) 7: Parent sign-in sheets, raptor, and volunteer hours.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Teachers will host parent trainings for at home strategies during parent night, Pre-K/Kinder transition night, middle school transition night, PTA Night, Math-Science-Reading Night, AVID night, and parent conferences.</p>		Teachers, Students, Counselor, Administrators, All Staff, and Parents	Parent survey/feedback Review 360 incidents Student growth on MAP Math and Reading Student performance on District Assessment and Benchmarks				
Funding Sources: 6300 Parent Involvement. Supplies T1 - 2015.00							
<p>Critical Success Factors CSF 5</p> <p>2) Teachers will work with parents to help them learn strategies to support vocabulary development, reading comprehension, critical writing, and effective math strategies during parent meetings.</p>	3.1	Teachers, Students, Counselor, Administrators, All Staff, and Parents	Parent survey/feedback Review 360 incidents Student growth on MAP Math and Reading Student performance on District Assessment and Benchmarks				
<p>Critical Success Factors CSF 5</p> <p>3) Counselor will hold meetings between counselor and 5th grade students to prepare students for academic choice and provide information that will assist students to transition to middle school.</p>	3.1, 3.2	Counselor	Student transition to middle school.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							