

Garland Independent School District
Carver Elementary School
2023-2024 Goals/Performance Objectives/Strategies



Board Approval Date: October 24, 2023
Public Presentation Date: August 24, 2023

Mission Statement

George Washington Carver Elementary School is committed to serving our students by empowering them to be positive, productive, responsible citizens in a changing world.

Vision

Excellence through Diversity and Community

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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: For the 23-24 school year, the students in 3rd to 5th grade will increase the performance in meet criteria for STAAR reading from: 42% meets in reading and 41% meets in math to 90% in 2025

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

Strategy 1 Details	Reviews			
<p>Strategy 1: To reteach TEKS that are not being met, teachers will assess and track learners every day and use formal and informal data to plan, develop and deliver focused lessons. We will focus in all the Academic Achievement Status of all students with particular emphasis in our at risk population (SPED, African American, eco dis)</p> <p>Strategy's Expected Result/Impact: K-2 70% of students will be above benchmark on M-CLASS. 3rd to 5th grade students will meet proficiency standards on curriculum assessments and STAAR</p> <p>Staff Responsible for Monitoring: Teachers, coaches and administration.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Software - Progress Learning - 199 - PIC 24 State Comp Ed Funds - 62999 - \$2,385, Subs for teachers to attend observations and training - 199 - PIC 24 State Comp Ed Funds - 62999 - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				




Strategy 2 Details	Reviews			
<p>Strategy 2: Carver will implement as a big rock for the year 23-24, the use of small groups for instructing students from pre-K- 5th grade, Small groups will be used to deliver tier 1 instruction, as well as to provide personalized learning to differentiate instruction and met students needs. A comprehensive roll out model for small group instruction will be conducted by admin. The model will include understanding the impact of small groups as well as modeling by ELST.</p> <p>Strategy's Expected Result/Impact: 70% of all students in grade K-5 will show growth on MAP reading attaining projected grow.</p> <p>Staff Responsible for Monitoring: Teachers, and leadership team (admin and coaches)</p> <p>Title I: 2.4, 2.5, 2.6</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 3 Details	Reviews			
<p>Strategy 3: Extended PLC will be incorporated during the 23-24 academic year. This extended PLC meetings will provide time for data meetings and rehearsing of instruction with a focus on closing gaps and high leverage students expectations. We will also have extended day opportunities to address gaps.</p> <p>Strategy's Expected Result/Impact: Weekly review of data tracker based but not limited to daily performance, checkpoints, CBA and informal assessments to determine the instructional gap for students.</p> <p>Staff Responsible for Monitoring: Teacher, admin and coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Subs to cover 4 Planning days PLC (Starting August 2023) - 6100 Payroll- Title I Funds - 61120 - \$7,680.50, Extra duty pay for extended day learning and Saturday school tutoring - 6100 Payroll- Title I Funds - 61120 - \$7,680.50</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will incorporate daily AVID WICOR strategies for all subjects by using college readiness materials</p> <p>Strategy's Expected Result/Impact: Increase in reading comprehension skills, CBA, MAP</p> <p>Staff Responsible for Monitoring: AVID site team Admin, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Instructional supplies and materials - 6300 Supplies and Materials- Title I Funds - 63999 - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Pre-K to 5th grade teachers will create culturally relevant lessons to increase the engagement of students of all populations, with special emphasis on African American students.</p> <p>Strategy's Expected Result/Impact: Increase engagement, and performance of all students.</p> <p>Staff Responsible for Monitoring: Teachers, admin</p> <p>Title I: 2.4, 2.6</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 incidences.

Performance Objective 2: For the 23-24 school year, the students in 3rd to 5th grade will increase their performance in meet criteria for STAAR MATH from 41% in 2023 to 60% in 2024

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Carver will implement as a big rock for the year 23-24, the use of small groups for instructing students from pre-K- 5th grade, Small groups will be used to deliver tier 1 instruction, as well as to provide personalized learning to differentiate instruction and met students needs. A comprehensive roll out model for small group instruction will be conducted by admin. The model will include understanding the impact of small groups as well as modeling by CLST.</p> <p>Strategy's Expected Result/Impact: Increased performance at Meets grade level</p> <p>Staff Responsible for Monitoring: Admin, teachers, coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Use of manipulatives in math lessons to improve students' comprehension of abstract ideas and their interest in what they are learning</p> <p>Strategy's Expected Result/Impact: Increase in engagement, increase in math performance of all students.</p> <p>Staff Responsible for Monitoring: Teachers, coaches and admin</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Extended PLC will be incorporated during the 23-24 academic year. This extended PLC meetings will provide time for data meetings and rehearsing of instruction with a focus on closing gaps and high leverage students expectations</p> <p>Strategy's Expected Result/Impact: Weekly review of data tracker based but not limited to daily performance, checkpoints, CBA and informal assessments to determine the instructional gap for students.</p> <p>Staff Responsible for Monitoring: Teachers, admin, ELS, CST</p> <p>Title I: 2.4, 2.5, 2.6</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 graduation rates and decreasing student management incidences.

Performance Objective 3: For the 23-24 academic school year, the percentage of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System will be at least 60 percent by 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement shelter instruction strategies by implementing the development and use of anchor charts, sentence stems, visuals, interactive walls to improve academic performance on MAP and STAAR meets rate, with special emphasis in students at risk: (Eco Dis students.)</p> <p>Strategy's Expected Result/Impact: 1 Year growth in TELPAS</p> <p>Staff Responsible for Monitoring: Admin, coaches and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement with fidelity all the components of Dual language program and provide the necessary materials for instruction.</p> <p>Strategy's Expected Result/Impact: 70% of students will show 1 year growth progress by TELPAS</p> <p>Staff Responsible for Monitoring: Admin, instructional coaches and teachers</p> <p>Title I: 2.5</p> <p>Funding Sources: Materials for bilingual classrooms and students - 199 - PIC 25 Bil./ESL State Allotment Funds - 63999 - \$7,854</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and teachers will ensure ELL students are provided with the necessary linguistic accommodations as determined by the LPAC committee.</p> <p>Strategy's Expected Result/Impact: ELL students achieving meets expectations will increase</p> <p>Staff Responsible for Monitoring: LPAC admin, teachers, admin</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



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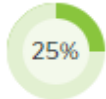






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Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 9% to 70% by 2025 (SY1920 interim goal = 32.1%)

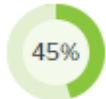






Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will focus on science vocabulary by planning and delivering hands-on labs and follow by providing a print-rich environment through anchor charts, word walls, note-taking, etc.</p> <p>Strategy's Expected Result/Impact: Vocabulary gain. Students close gaps by connecting learning from labs to abstract questions in science by demonstrated in proficiency on standards in assessments</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers K-5th will use hands-on manipulatives and digital on-line software workbooks to help with the understanding of abstract concepts to meet STAAR standards.</p> <p>Strategy's Expected Result/Impact: Increase in the understanding of all content areas.</p> <p>Staff Responsible for Monitoring: Admin, teachers, coaches</p> <p>Funding Sources: Software - Achieve 3000 and Sirius Education Solutions - 6300 Supplies and Materials- Title I Funds - 62999 - \$25,430</p>	Formative			Summative
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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 continue to decrease from 12% to even lower. We already met the 35% by 2025. (SY1920 interim goal = 35%)



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 participate in staff development and utilize a school-wide discipline system and Positive Behavior Intervention Strategies (PBIS), to ensure a welcoming, positive and respectful school environment.</p> <p>Strategy's Expected Result/Impact: Decrease number of office referrals.</p> <p>Staff Responsible for Monitoring: Admin, counselor, teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators including the counselor and teachers will implement social emotional strategies to address all student social and emotional needs of all students, but with an emphasis in at risk populations</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Admin, counselor, teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents will be invited to school during a parent family engagement series of talks different topics like: supporting healthy habits, behavior expectations and how to support our students at home with academics.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Admin, counselor.</p>	Formative			Summative
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Performance Objective 6: The AVID Site Team will promote student and parent involvement with three school led AVID events during the 2023 - 2024 school year to meet the level 2 indicator on the AVID Elementary Self-Study Continuum.

Evaluation Data Sources: Signing sheets for events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Carver will purchase school supplies and materials to increase parent and family engagement and promote student achievement.</p> <p>Strategy's Expected Result/Impact: AVID certification, increase in parent and family engagement, increase of academic achievement.</p> <p>Staff Responsible for Monitoring: Admin, AVID side team</p> <p>Funding Sources: Parent engagement supplies for meetings (Starting September 2023) - 6300 Parent Involvement. Supplies T1 - 63999 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement participation.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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, additional language translation of the policy will be made available at no cost. (Elementary only: Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences).</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement participation.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 100% of families who attend fall Parent-Teacher conferences will have an opportunity to review and provide feedback on the school-parent compact.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement participation.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement participation.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement participation.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



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Performance Objective 7: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading Academic Achievement from 37% (2021-2022) to at least 50 (min target)

All Students: Mathematics Academic Achievement from 37% (2021-2022) to at least 50 (min target)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will empower students to track their learning progress by first setting goals and then charting progress on specific skills identified by beginning of the year assessment (MAP)</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet basic individual classroom needs including materials needed for at risk students with paying emphasis to our SPED students in order to close gaps and increase their learning academic foundation.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR results for sub populations, with emphasis in the SPED population. From 17% in all STAAR reading and 13% in all STAAR math.</p> <p>Staff Responsible for Monitoring: Admin, grade level chairs, teachers and sped teachers.</p> <p>Title I: 2.6 Funding Sources: Supplies and materials for Sped students - 199 - PIC 23 SPED State Allotment Funds - 63999 - \$1,767</p>	Formative			Summative
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