

Garland Independent School District

Sewell Elementary School

2023-2024 Goals/Performance Objectives/Strategies



#LeaveaLegacy

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

Mission Statement

Sewell Elementary School Mission Statement

Sewell Elementary School will provide a quality education for all students in a way that:

- Expects the highest possible achievement for every student
- Produces self confident and motivated students
- Provides a multi-cultural appreciation for all cultures
- Invites parents to be active partners in their child's education

So that all students will be successful lifelong learners and productive citizens.

Vision

At Sewell we will create an academic environment where students and staff work together collaboratively, become risk takers and set attainable goals for themselves.

We will also create a social/emotional environment where students feel safe to express themselves, where they are encouraged to find the power in words and where they are able to understand different perspectives.

This will allow students to become the best versions of themselves now and in the future.

Core Beliefs

Belief Statements:

At Sewell Elementary our core values are relationships, communication and trust. This is the foundation on which we build.

We believe to build relationships with all stakeholders at Sewell we should provide empathy by becoming good listeners through all forms of communication. In order to become good listeners, we will be kind, understanding, and respectful when considering all viewpoints.

We believe that effective teamwork begins and ends with communication. Effective communication is clear, consistent, focused, and relevant. Communication should be delivered and reciprocated in a respectful manner.

We believe in creating a safe and respectful space for everyone to share and feel valued.

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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 grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 61.4% in 2022 to 90% by 2025. (SY2024 interim goal =still waiting on scores from the state.)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers use the 4 PLC questions process in PLCs or during a campus provided planning days to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Data includes: CBAs, MAP, Interim, STAAR, Exit Tickets, Student Work Sub Populations include: EB learners, SPED, Hispanic, Asian, Economically Disadvantaged, White Strategy's Expected Result/Impact: 1. MAP quadrant reports after MOY & EOY showing 75% of students in quadrants #1 or 2 (high growth/high achiever &/or high growth/low achiever) 2. MAP MOY reports showing 75% of students meeting their Reading goal. 3. Lesson plans showing effective planning of mini-lessons with LO's and DOLs clearly stated and implemented. 4. Formative assessment data and unit assessment data that shows improvement from the previous assessment. Staff Responsible for Monitoring: Administration Teachers Interventionist CST ELST TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Subs for team planning days in the fall and in the spring - 6100 Payroll- Title I Funds - \$7,600</p>	Formative			Summative
	Nov	Feb	Apr	June
				



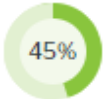
Strategy 2 Details	Reviews			
<p>Strategy 2: All classroom teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (including EB, SPED, GT & Asian special populations) by providing targeted skill-based instruction to better serve the needs of diverse learners.</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, mClass, IL, report card grades in reading/writing).</p> <p>2. Classroom walkthrough data showing effective use of small group instruction including opportunities for students to use one-to-one technology resources for lesson differentiation.</p> <p>Staff Responsible for Monitoring: Administrators Teachers SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers use a student tracking system that includes assessment information to monitor individual academic student progress.</p> <p>Assessments include: iReady Reading, MAP, M-Class, Amplify, STAAR (4-5)</p> <p>Strategy's Expected Result/Impact: 1. Student data tracking sheets showing steady gains from one assessment to the next.</p> <p>2. Student assessment data showing improvements from grading cycle to grading cycle (STAAR, MAP, IL)</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers SPED teachers Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				







Strategy 4 Details	Reviews			
<p>Strategy 4: All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. Staff includes: Interventionist, EB Aide, Campus Support Teacher</p> <p>Strategy's Expected Result/Impact: Increased student achievement levels according to MAP, mClass, CBAs, report cards, etc.</p> <p>Staff Responsible for Monitoring: Interventionist, EB aide, classroom teachers, Administration, Early Literacy Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Data Tracking Folders - 6300 Supplies and Materials- Title I Funds - \$500, Materials for tutoring - 199 - PIC 23 SPED State Allotment Funds - \$2,090</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide teachers with professional development on using the 4 PLC questions to help understand how to use data to drive instructional decisions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on exit tickets, CBAs, MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ELST, CST, Interventionist, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 6200 Contracted Services/Registration- Title I Fun - \$7,000</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: 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 48.5% in 2022 to 76% by 2025. (SY22-23 interim goal = 56.1 %)

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







Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional LPAC meetings will be held as needed each grading cycle for EB students not meeting grade level expectations. Strategies for EB success will be discussed along with supports/resources available.</p> <p>Strategy's Expected Result/Impact: 1. EB students will show increased levels of performance on mock STAAR, report card grades, MAP data, & IL data.</p> <p>Staff Responsible for Monitoring: LPAC Administrator Classroom teachers SPED teachers ESL Instructional aide</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 will receive training and coaching of high-quality ELL instruction that includes the use of the ELPS toolkit & Imagine Learning resources.</p> <p>Strategy's Expected Result/Impact: 1. ELL students will show increased levels of performance on STAAR Interim, report card grades, MAP data, IL data and MClass assessments.</p> <p>Staff Responsible for Monitoring: LPAC Administrator-Assistant Principal Classroom teachers ESL instructional aide</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: All staff are engaged in coordinated and proactive planning to identify EB students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year based on the disaggregation of individual student data for the purpose of improved language acquisition.</p> <p>Strategy's Expected Result/Impact: Increased student achievement levels according to MAP, mClass, CBAs, report cards, etc.</p> <p>Staff Responsible for Monitoring: ESL certified staff, Interventionist, SPED staff, ESL instructional aide, and administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,919</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 incidences.

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 42.2 % in 2022 to 80% by 2025. (SY2024 interim goal =still waiting on scores from the state.)



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





Strategy 1 Details	Reviews			
<p>Strategy 1: Small group targeted instruction in 5th grade Science will take place during small group instructional time embedded in the core schedule.</p> <p>Strategy's Expected Result/Impact: Student achievement in Science will increase specifically for subpopulations (ED, White, Asian, GT, Hispanic & SPED)</p> <p>Staff Responsible for Monitoring: Administration 5th grade teachers Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be grouped during Science small group instructional time based on need and targeted groups such as EBs, GT, SPED, Asian, Hispanic, Economically Disadvantaged, & White will be monitored through formative assessments.</p> <p>Strategy's Expected Result/Impact: Student achievement in Science will increase specifically for subpopulations (ED, White, Asian, GT, Hispanic & SPED)</p> <p>Staff Responsible for Monitoring: Administration 5th grade teachers Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR Mathematics, will increase from 40.6% in 2022 to 90% by 2025. (SY2024 interim goal =still waiting on scores from the state.)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers use the 4 PLC questions process in PLCs or during a campus provided planning day to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Data includes: CBAs, MAP, Interim, STAAR, Exit Tickets, Student Work Sub Populations include: EB learners, SPED, Hispanic, Asian, Economically Disadvantaged, White</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, IL, report card grades in Mathematics). 2. Classroom walkthrough data showing effective use of small group instruction.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Interventionist SPED teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: subs for content area planning days - 6100 Payroll- Title I Funds - \$8,050</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: All math teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (including ELL, SPED, GT & Asian special populations).</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, report card grades, unit assessments in math). 2. Classroom walkthrough data showing effective use of small group instruction including implementation of one-to-one technology devices .</p> <p>Staff Responsible for Monitoring: Administrators ISTs Interventionist Teachers SPED team</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers use a student tracking system that includes assessment information to monitor individual academic student progress. Assessments include: iReady Math, MAP, ST Math, STAAR (4-5)</p> <p>Strategy's Expected Result/Impact: 1. Student data tracking sheets showing steady gains from one assessment to the next.</p> <p>2. Student assessment data showing improvements from grading cycle to grading cycle</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers SPED teachers Interventionist Campus Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: materials and resources for targeted skill practice including software and manipulatives - 199 - PIC 24 State Comp Ed Funds - \$5,580</p>	Formative			Summative
	Nov	Feb	Apr	June
				






Strategy 4 Details	Reviews			
<p>Strategy 4: All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. Staff includes: Interventionist, EB Aide, Campus Support Teacher</p> <p>Strategy's Expected Result/Impact: Increased student achievement levels according to MAP, M-Class, CBAs, report cards, etc.</p> <p>Staff Responsible for Monitoring: Math teachers, administration, Interventionist, Campus Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</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 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 25 % in 2022 to 15% by 2025. (SY22-23 interim goal = 20 %)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: A Positive Behavior Intervention Supports (PBIS) lead team will be developed to train, coach, and support classroom teachers on PBIS processes and procedures for common areas including: Cafeteria Hallways Arrival Areas Dismissal Areas</p> <p>Strategy's Expected Result/Impact: 1. Student discipline incidents will decrease. 2. Positive behaviors will be acknowledged on a more consistent basis.</p> <p>Staff Responsible for Monitoring: Administration PBIS team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Social & Emotional Learning (SEL) time as well as guidance lessons from the counselor will be including in the master schedule to facilitate the teaching of lessons to enhance students' social and emotional skills.</p> <p>Strategy's Expected Result/Impact: 1. Student discipline incidents for physical confrontation and other emotional reasons will decrease.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Calm Down Kits - 6300 Supplies and Materials- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will create an inclusive and welcoming environment that engages all families in critical aspects of academic student learning as well as social emotion student learning. Parents will have opportunities to participate in events such as Porch Party, Powerful Parent Night, Health Fair, Back to School Picnic, Fine Arts Nights, SEL events and others throughout the school year.</p> <p>Strategy's Expected Result/Impact: 1. Increase in family involvement.</p> <p>2. Increase in higher quality communication between home and school.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: academic materials to send home with students during breaks/summer - 6300 Parent Involvement. Supplies T1 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Support transition for both our PreK to Kindergarten students as well as our 5th graders moving to 6th grade by holding Transition meetings for families in the spring of 2024.</p> <p>Strategy's Expected Result/Impact: Parents and families will be more equipped and prepared for both Prek to Kindergarten transitions as well as 5th grade to 6th grade transitions.</p> <p>Staff Responsible for Monitoring: Counselor Kindergarten Teachers 5th grade teachers Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop jointly with, and distribute to parents/families, 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. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p>Strategy's Expected Result/Impact: Home and school will be more aligned on our collective goals for students.</p> <p>Staff Responsible for Monitoring: Classroom teachers Administration Parent Involvement Committee Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Develop jointly with, and distribute to parents/families, 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: Home and school will be more aligned on our collective goals for students.</p> <p>Staff Responsible for Monitoring: Classroom teachers Administration Parent Involvement Committee</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				