

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



Mission Statement

Southgate Elementary will provide a quality education for all students,

In a Way That:

- Maintains a positive school environment
- Provides a foundation of knowledge and education for an ever-changing, diversified population
- Helps each child develop a positive self image, respect the rights of others, and a strong self discipline
- Continues to maintain high expectations for students, staff, and parents
- Solicits the support and participation of parents in the education of their child
- Sustains accountability for student achievement and continuous improvement

So that:

Each child will be equipped as a responsible citizen in the American democracy to live in a diverse world culture and economy.

Vision

Each child will be equipped as a responsible citizen in the American democracy to live in a diverse world culture and economy.

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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 Prekindergarten demonstrating early literacy as measured by their performance in the area of Phonemic Awareness on Wave 3 of CIRCLE, will be 65%; 35% of Kindergarten students will score in the 61%ile HiAvg+; 40% of 1st Grade students will score in the 61%ile HiAvg+; 50% of 2nd Grade students will score in the 61%ile HiAvg+

Evaluation Data Sources: EOY MAP and EOY Circle Spring administration testing data file will be used.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators, Interventionist, and teachers will use the HQIM Amplify curriculum, MAP Learning Continuum data, mClass data, and module assessments for reading during PLCs to embed Tier 1 and 2 intervention support, as well as to determine appropriate concepts to spiral into future lessons and activities, with a focus on performance of each sub group.</p> <p>Strategy's Expected Result/Impact: Students meeting expected growth on MAP.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionist, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies, Materials, and Resources - 199 - PIC 24 State Comp Ed Funds - \$5,700, Subs for planning and data dig days - 6100 Payroll- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom and SPED teachers will collaborate about data, expectations, and student progress in order to provide individual and small-group instruction, intervention, and enrichment focused on reading for all student groups, with an added emphasis on African American and Hispanic student groups.</p> <p>Strategy's Expected Result/Impact: Lesson plans, Agendas from training and professional development, monitor IEPs. Improved MAP results and CBA results for SPED students.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies, Materials, Resources, Online program - 6300 Supplies and Materials- Title I Funds - \$1,500, Subs for performance planning and small group intervention/STAAR (or other assessments) preparation. - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will have family literacy nights for parent and family engagement to enhance student learning.</p> <p>Strategy's Expected Result/Impact: Parent sign-in sheet, agenda from event</p> <p>Staff Responsible for Monitoring: Administration, IST, Teachers</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies, Materials, and Resources - 6300 Supplies and Materials- Title I Funds - \$500, Student take-home packets to support literacy at home - 6300 Parent Involvement. Supplies T1 - \$1,050</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement AVID strategies to increase student organization, collaboration, note taking, and inquiry processes.</p> <p>Strategy's Expected Result/Impact: Improved MAP and mClass assessment results.</p> <p>Staff Responsible for Monitoring: Administrators, ISTs, Teachers</p> <p>Title I: 2.4</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
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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 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 34.6% in 2022 to 76% by 2025. (SY2023 interim goal = 55.7%)

Evaluation Data Sources: 2022 Spring TELPAS administration.

Strategy 1 Details	Reviews			
<p>Strategy 1: The English Language Proficiency Standards (ELPS) will be implemented into instruction daily to make content comprehensible and develop academic language ensuring EBs obtain the mastery of required academic content along with language development.</p> <p>Strategy's Expected Result/Impact: Increased proficiency levels on Spring 2023 TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Classroom Teacher, Bilingual Aide</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Subs for additional training for our EBs and materials and supplies to support our ELs - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,019</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide students targeted language acquisition instruction to ensure EB students demonstrate one year's growth in their language development.</p> <p>Strategy's Expected Result/Impact: Increased proficiency levels on Spring 2023 TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Bilingual Aide</p> <p>Title I: 2.4, 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



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 graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of Prekindergarten students demonstrating scientific understanding as measured by On Task performance in the area of Science on the EOY CIRCLE, will be 60%; 50% of K-2 students will show at least 1 years growth on the EOY Science MAP assessment

Evaluation Data Sources: EOY MAP and EOY Circle Spring administration testing data file will be used.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, instructional support team, and Interventionist will disaggregate data from formative and summative assessments during PLCs (professional learning communities) to determine appropriate concepts to spiral into future lessons and activities for all student groups, with an added emphasis on African American and Hispanic student groups.</p> <p>Strategy's Expected Result/Impact: Higher achievement in Science, specifically 5th grade STAAR Science.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Support Team</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will ensure that science instruction on collaborative, hands-on activities while providing real world examples; possible real-world examples would be field trips and other businesses bringing science to the campus.</p> <p>Strategy's Expected Result/Impact: Higher achievement in Science, specifically 5th grade STAAR Science.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Support Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies, Materials, and Resources for science learning and to replenish science labs - 6300 Supplies and Materials- Title I Funds - \$1,250, Collaborative, Hands-on activities, real world examples, field trips - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



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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 4: Percent of Prekindergarten students demonstrating mathematical proficiency, as measured by "On Task" performance on the EOY CIRCLE, will be 65%, 30% of Kindergarten students will score in the 61%ile HiAvg+, 50% of 1st Grade students will score in the 61%ile HiAvg+, 60% of 2nd Grade students will score in the 61%ile HiAvg+

Evaluation Data Sources: EOY MAP and EOY Circle Spring administration testing data file will be used.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will disaggregate data from MAP and Eureka unit assessments during PLCs (professional learning communities) to determine appropriate concepts to spiral into future lessons and activities, with a focus on performance at each sub group, and an added emphasis on African American and Hispanic student groups.</p> <p>Strategy's Expected Result/Impact: Students will meet expected growth on MAP.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, ISTs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize math manipulatives and suggested HQIM Eureka materials to develop mathematical concepts concretely.</p> <p>Strategy's Expected Result/Impact: Students will meet expected growth on MAP.</p> <p>Staff Responsible for Monitoring: Teachers, ISTs, Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies, Materials, and Resources - 6300 Supplies and Materials- Title I Funds - \$1,250</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Special Education and General Education teachers will collaborate about data, expectations, and student progress to create action plans that foster individual student growth.</p> <p>Strategy's Expected Result/Impact: Improved MAP and CBA results for Special Education students.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, SPED Case managers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies and materials to support SPED students and their individualized learning plans. Subs to provide time for teachers to plan for individual student growth in SPED students. - 199 - PIC 23 SPED State Allotment Funds - \$1,273</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers, interventionist, and administrators will utilize data from daily formative assessments and MAP to plan small group teacher-led instruction to specifically target and support individual student needs in Tier 1 and Tier 2 intervention support.</p> <p>Strategy's Expected Result/Impact: Improved MAP and CBA results for students.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Administrators</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> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Subs for performance planning and small group intervention/STAAR (or other assessments) preparation - 6100 Payroll- Title I Funds - \$2,662, Materials, i.e. i-Ready (Curriculum Associates), to create lessons for closing gaps - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Students will use the AVID strategies for Focused Note-Taking and organization through student planners and binders, appropriate for the grade level.</p> <p>Strategy's Expected Result/Impact: Improved MAP and CBA scores.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, AVID</p> <p>Title I: 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 6 Details	Reviews			
<p>Strategy 6: Teachers, Counselor, Administrators, and other staff will train and educate students and families on mathematical concepts through family nights and provide take-home materials to help families support the learning at home.</p> <p>Strategy's Expected Result/Impact: Improved MAP, CBA, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Counselor, Instructional Support Team</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies for family math night to support parents at home with their student learning. - 6300 Parent Involvement. Supplies T1 - \$679</p>	Formative			Summative
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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 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 29.2% in 2019 to 27.7% by 2025. (SY2021 interim goal = 27.7%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Intervention Specialist, PBIS team, administration, and classroom teachers will analyze student achievement data and discipline data to set goals for improvement.</p> <p>Strategy's Expected Result/Impact: Fewer students with exclusionary consequences</p> <p>Staff Responsible for Monitoring: Administration, PBIS team, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create common procedures and expectations at each grade level, as well as high-incidence areas such as cafeteria, restrooms, and hallways.</p> <p>Strategy's Expected Result/Impact: Fewer students with exclusionary consequences</p> <p>Staff Responsible for Monitoring: Administration, PBIS team, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will continue developing and refining our practice of relational discipline and positive behavior support.</p> <p>Strategy's Expected Result/Impact: Fewer students with exclusionary consequences</p> <p>Staff Responsible for Monitoring: Administrators, Title 1 Instructional Aide/Reset Room, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Professional development provided teaching empathy to students, as well as how to implement SEL strategies, which will result in decreased office referrals.</p> <p>Strategy's Expected Result/Impact: Fewer students with exclusionary consequences</p> <p>Staff Responsible for Monitoring: Administrators, Title 1 Instructional Aide/Reset Room, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Campus professional development - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Southgate staff will create a print rich environment designed to market the school brand and communicate pertinent information to our stakeholders</p> <p>Strategy's Expected Result/Impact: Fewer students with exclusionary consequences</p> <p>Staff Responsible for Monitoring: Administrators, Title 1 Instructional Aide/Reset Room, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Our Title 1 Instructional Aide will be used in the Reset Room to create a calming environment for students and teach them coping strategies, management skills, and also support academic instruction as appropriate.</p> <p>Strategy's Expected Result/Impact: Fewer students with exclusionary consequences</p> <p>Staff Responsible for Monitoring: Administrators, Title 1 Instructional Aide/Reset Room, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies and materials as needed for the reset room - 6300 Supplies and Materials- Title I Funds - \$412</p>	Formative			Summative
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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 6: 100% of staff will participate in focused activities to increase positive relationships with students, families, and members of the community.

Evaluation Data Sources: End of Year parent/community surveys regarding culture and climate of the campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 involvement Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: 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 involvement</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: 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 involvement</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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