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



Mission Statement

Caldwell Elementary

Together as educators, students, and families we will provide a safe environment and create strong foundations in order to build confident, critical thinkers, who will become our future.

Vision

Caldwell Elementary teachers and staff members work to help their students become critical thinkers while helping students develop the confidence to believe in themselves and achieve their highest success.

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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, post-secondary readiness, and equity in student management.

Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, post-secondary readiness, and equity in student management.

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 33% in 2023 to 90% by 2025. (SY2023-24 interim goal = 60%)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 41% in 2023 to 90% by 2025. (SY2023-24 interim goal = 60%)

Percent of students in grade 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 46% in 2023 to 90% by 2025. (SY2023-24 interim goal = 65%)

HB3 Goal

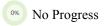
Evaluation Data Sources: Spring STAAR administration 2021 and EOY MAP-%ile High Average -reach goal for each grade level

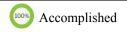
Strategy 1 Details	Reviews			
Strategy 1: All K-5 ELAR teachers will provide quality Tier 1 instruction following district required instructional minutes	Formative	Formative		Summative
and curriculum. Teachers will implement balanced literacy strategies, including whole group, read aloud and modeling, as well small differentiated instruction.	Nov	Feb	Apr	June
Student progress will be monitored through formal and informal assessments, as well as MAP projected proficiency targets.				
Strategy's Expected Result/Impact: MAP %ile Hi Avg- measure for STAAR campus goals				
Staff Responsible for Monitoring: Administration and Grade Level leads				
TEA Priorities:				
Build a foundation of reading and math				
- ESF Levers:				
Lever 5: Effective Instruction				

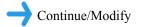
Strategy 2 Details		Rev	iews	
Strategy 2: To meet basic individual student classroom materials for our highly mobile/at-risk students, Title One, Special		Formative		Summative
Education, and bilingual funds will be used to purchase supplies and manipulatives to enhance learning in grades Pk-5th in Reading, Math, and Science (Ex. binders, pencils, white boards and markers, head phones, posters, anchor charts, etc) that	Nov	Feb	Apr	June
will fill in the material gaps for identified at-risk students, personalize their learning, and help creating a print rich environment for all learners.				
Strategy's Expected Result/Impact: Intentional, meaningful and purposeful teaching occurs consistently, and content and language objectives are clearly supported by lesson delivery utilizing basic classroom materials to support teaching and learning to improve academic performance on MAP and STAAR				
Staff Responsible for Monitoring: Administration and Grade level chairs				
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Build a foundation of reading and math				
- ESF Levers:				
Lever 5: Effective Instruction				
Funding Sources: Classroom learning materials, Anchor Charts, Print Rich Environment for all learners - 6300 Supplies and Materials - Title I Funds - 63999 - \$22,465, Classroom Learning materials-Supplies and materials for at risk students \$2790\$500 ITeam - 199 - PIC 24 State Comp Ed Funds - 63999 - \$4,155, Classroom supplies and materials - 199 - PIC 23 SPED State Allotment Funds - 63999 - \$608, Subs - attend observations/trainings/planning - 199 - PIC 24 State Comp Ed Funds - 61120 - \$1,800				

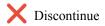
Strategy 3 Details		Rev	iews	
Strategy 3: Provide professional development opportunities for teachers in the areas of reading, writing, math, and science		Formative		Summative
in grades K-5th to improve academic performance and enrich tier 1 instruction. Teachers will attend local conferences that will support grade level and content TEKS and address current gaps in the area of reading, writing, math, and science in grades k-5th.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Intentional, purposeful and meaningful teaching occurs consistently and content and language objectives are clearly supported by lesson delivery utilizing, professional development strategies to support teaching and learning to improve academic performance on MAP and STAAR. Staff Responsible for Monitoring: Administration, coaches, lead teachers				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Registration fees to attend conferences and professional development trainings - 6200 Contracted Services/Registration- Title I Fun - 6200 - \$10,282, Substitutes for classroom teachers to attend training - AESOP94 - 6100 Payroll- Title I Funds - 61120 - \$6,046				
Strategy 4 Details		Rev	iews	
Strategy 4: Establish PLC time-lines and additional planning days both during the Fall and Spring for instructional planning		Formative		Summative
and data analysis to respond to PK-5 campus reading performance trends based on monitoring data checkpoints and determine next steps for designing, delivering and providing data-driven support	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals				
Staff Responsible for Monitoring: Administration				
TEA Priorities: Build a foundation of reading and math				

Strategy 5 Details		Reviews		
Strategy 5: To meet the needs of a highly mobile student population, Caldwell leadership team (CLT) will ensure		Formative		Summative
effective teaching practices of planning, organization and instructional delivery by meeting every 9 weeks to collaboratively monitor academic improvement and set next steps for academic strategies. Teachers will have opportunity for outside of contract hours planning to close achievement gaps of all students. Strategy's Expected Result/Impact: Meet STAAR Reading scores are at % in the Performance Objective Staff Responsible for Monitoring: Administration and Campus Leadership Team	Nov	Feb	Apr	June
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Subs for teachers - Planning Days/Paid T planning kronoscode 801 - 6100 Payroll- Title I Funds - 61120 Code 94 AESOP - \$14,519				
Strategy 6 Details	Reviews			
Strategy 6: mClass and Amplify reading will be utilized throughout the year to monitor reading skills and student progress		Formative		Summative
in order to provide targeted and individualized student support. Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Meet MAF 7611e HAVg and STAAR goals Staff Responsible for Monitoring: Administration, Coaches				
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				
Strategy 7 Details		Reviews		
Strategy 7: Students will increase reading comprehension by utilizing AVID Reading Comprehension strategies, such as		Formative		Summative
structured note-taking, annotations, one pagers, and learning logs in their AVID Binders.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: lesson plans, classroom walkthroughs, CBA data, AVID Binder, Notebooks Staff Responsible for Monitoring: teachers, admin, support coaches, AVID site team				
TEA Priorities: Improve low-performing schools - ESF Levers:				
Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Funding Sources: AVID supplies for all students - 6300 Supplies and Materials- Title I Funds - 63999 - \$3,000				
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Performance Objective 2: 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 47.4% in 2023 to 76% by 2025.(SY2023-24 interim goal = 60%)

HB3 Goal

Evaluation Data Sources: ELL measures on TELPAS

Nov	Formative Feb	Apr	Summative June
Nov	Feb	Apr	June
	Rev	riews	
	Formative		Summative
Nov	Feb	Anr	June
1107	reb	Арг	+ June
-			
	Nov Discon	Formative	Nov Feb Apr

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 15% in 2023 to 80% by 2025. Interim goal of 55% in 2024.

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

Strategy 1 Details		Rev	iews	
Strategy 1: Implement the required minutes daily schedule of Science, Reading, and Math in PK-5 utilizing the district		Formative		Summative
curriculum and supplemental materials. Strategy's Expected Result/Impact: Meet STAAR goal for 3rd, 4th, and 5th grade Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Software / Edusmart - 6300 Supplies and Materials- Title I Funds - 63999 - \$1,800	Nov	Feb	Apr	June
Strategy 2 Details		Rev	iews	-1
Strategy 2: Teachers will utilize common assessments (district and campus) and monitor progress using a data tracker		Formative		Summative
to drive instructional lesson planning. Strategy's Expected Result/Impact: Improved STAAR Science Results Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: 5th grade students will participate in 2 off-site real			Summative		
world TEKS based learning opportunities.	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: Improvement in Science understanding and STAAR Meets goal.					
Staff Responsible for Monitoring: Administration, Science teachers, Coaches					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction					
No Progress Continue/Modify	X Discor	ntinue			

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance in grades 3 Math STAAR will increase from 29% in 2023 to 90% by 2025. (SY2023-24 interim goal = 60%)

Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance in grades 4 Math STAAR will increase from 50% in 2023 to 90% by 2025. (SY2023-24 interim goal = 60%)

Percent of students in grade 5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math, will increase from 59% in 2023 to 90% by 2025. (SY2023 interim goal = 65%)

HB3 Goal

Evaluation Data Sources: STAAR Mathematics

Strategy 1 Details		Reviews		
Strategy 1: Ensure that K-5 Daily Schedule includes at least the require 120 daily minutes of math instruction to meet		Formative		Summative
the required Structured Mathematics instruction block, to include small-group guided math instruction and use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of	Nov	Feb	Apr	June
learning time, and help provide an enriched and accelerated curriculum, which include activities using Think Up books to provide a well-rounded education.				
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals				
Staff Responsible for Monitoring: Administration				
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				

	Rev	views	
	Formative		Summative
Nov	Feb	Apr	June
	Rev	views	
	Formative		Summative
Nov	Feb	Apr	June
		Formative Nov Feb Rev Formative	Nov Feb Apr Reviews Formative

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center (AEC)] was 0% for 2023-24 and will remain at less 3% by 2025. (SY2024 interim goal =3%)

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

Strategy 1 Details	Reviews			
Strategy 1: Discipline data will be analyzed by staff quarterly (Campus Improvement Team) who will recommend		Formative		Summative
next steps for students in need of behavioral intervention discussed while teachers implement PBIS campus-wide structures and expectations to promote safe and positive student behavior and academic readiness. Ex.	Nov	Feb	Apr	June
Social Contracts posted in each room -Equitable Culture and Climate -Arrival and Dismissal greeters and -Attendance Matters Everyday incentives) and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care and restorative practices.				
Strategy's Expected Result/Impact: Decrease in exclusionary consequences				
Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture				

Strategy 2 Details		Rev	riews	
Strategy 2: Students will be provided guidance and support by counseling services, teacher directed social emotional		Formative		Summative
learning lessons, SRO, nurse, and specials teachers. Ex. of topics-Weekly meetings, Circles, bullying, human growth and maturing, safety, and participating in wellness activities and be provided the following programs:	Nov	Feb	Apr	June
a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] b. conflict resolution programs [TEC 11.252(3)(B)(ii)] c. violence prevention programs [TEC 11.252(3)(B)(iii)] d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] e. Dropout reduction [TEC 11.252(a)(3)(C)] Strategy's Expected Result/Impact: Improved SEL culture and climate Staff Responsible for Monitoring: Administration and Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture				
Strategy 3 Details		Rev	iews	
Strategy 3: Prioritize campus development of PBIS culture plans, including teacher reflection, planning,		Formative		Summative
student orientation, campus-wide culture, clear systems for student management, emphasis on high student engagement in the classroom and meeting all expectations in common areas. Develop common expectations and posted for campus-wide	Nov	Feb	Apr	June
routines and procedures. Celebrations will be implemented every grading cycle for meeting behavioral expectations. Strategy's Expected Result/Impact: Decrease in classroom discipline incidents and exclusionary consequences Staff Responsible for Monitoring: Administration				
ESF Levers: Lever 3: Positive School Culture				
No Progress Continue/Modify	X Discor	ntinue		

Performance Objective 6: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2023 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading Academic Achievement from 40% (2023) to at least 60% (min target)

All Students: Mathematics Academic Achievement from 46% (2023) to at least 60% (min target)

All Students: Student Success (D1 STAAR Component) from 41(2023) to at least 53 (min target)

3rd-5th Grade Level performance on STAAR Science, will increase from 15% in 2023 to 80% by 2025. (SY2023-24 interim goal = 55%)

Evaluation Data Sources: STAAR data results

Strategy 1 Details				
Strategy 1: Using the Target Improvement Process, all teachers and retired teachers will provide targeted STAAR		Formative		Summative
accelerated instruction in math, science, writing and ELA in grades 3rd - 5th (push in) by providing small group instruction in a culturally responsive learning environment during the day and during after school boot-camps. Students will understand	Nov	Feb	Apr	June
and relate cultural perspective and incorporate strategies learned to succeed in STAAR.				
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals				
Staff Responsible for Monitoring: Administration, Coaches, Interventionist, CLT.				
ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional supplies and materials including workbooks for math, science, writing, and ELA 6300 Supplies and Materials- Title I Funds - 63999 - \$3,300				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

Performance Objective 7: STATE ACCOUNTABILITY (D Domain Rating): Due to a 2023 accountability rating of C in the following domain(s), STAAR student performance in the corresponding areas need to increase to meet the domain performance targets:

Student Achievement Domain performance will increase from an average STAAR performance level score of 41 (scale score of 70/C) to at least an average STAAR performance component cut score of 53 (scale score 80-89/B).

Evaluation Data Sources: 2023-2024 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Implement system during instructional planning to develop, monitor, and consistently refine know/show charts, aligned learning objective (LOs) and demonstration of learning (DOLs) -particularly in STAAR tested subjects (5.1 objective-driven lesson plans with formative assessments)(Lesson Planning-IPC twice in Fall and once in Spring) to ensure Standard and Rigorous Routines and Procedures for lesson delivery		Summative		
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Meet STAAR Goals				
Staff Responsible for Monitoring: Administration				
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				
No Progress Accomplished Continue/Modify	X Discon	tinue		

Performance Objective 8: To support overall student achievement, Caldwell will provide families with learning opportunities and resources that will enable them to

become more involved in their child's educational success by increasing parental participation in student academics, educating parents on academic requirements and strengthen the home school connection by providing learning materials to parents to enable them to follow-up with tools to help their children at home.

Evaluation Data Sources: Improved parental engagement

Strategy 1 Details	Reviews			
Strategy 1: Teachers will communicate with parents using DOJO, weekly SMORE, grade level newsletter, or other		Summative		
communication platforms, and will hold parent conference as needed. Strategy's Expected Result/Impact: Positive relationship with parents Staff Responsible for Monitoring: Administration and Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Nov	Feb	Apr	June
Strategy 2 Details		Rev	iews	
Strategy 2: Parent training will be provided on how to help their child be successful at school, TELPAS, Skyward Access,	Formative Sur			Summative
and ELAR/MATH teaching and learning. Ex. Using STAAR resources, Zearn, Amplify Boost, Edusmart, and books to support and extend home learning opportunities. Parents can monitor student progress by checking grades on Skyward. Strategy's Expected Result/Impact: Improved relationships with parents Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Nov	Feb	Apr	June

Strategy 3 Details	Reviews				
Strategy 3: Transition activities will be provided to incoming PreK/K students and outgoing 5th graders. Support	Formative			Summative	
school readiness for incoming PK/K through school transition meeting for families of incoming students where information about PreK/K readiness will be reviewed. 5th Graders will attend Middle School recruitment activities and	Nov	Feb	Apr	June	
planning in the Spring of 5th grade where information on graduation plans, and college and career readiness will be reviewed.					
Strategy's Expected Result/Impact: Improved transition for PRE K and Grade 5 students					
Staff Responsible for Monitoring: Administration					
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					
Strategy 4 Details		Reviews			
Strategy 4: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform				Summative	
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. Strategy's Expected Result/Impact: Build parent capacity in supporting the campus academic goals and needs. Student will show academic growth in all grade levels. Staff Responsible for Monitoring: Administration, Counselor, and Parents Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Nov	Feb	Apr	June	

Strategy 5 Details	Reviews			
Strategy 5: 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 compact will be made available at no cost.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Create clear understanding of learning expectations among parents, students, and staff.				
Staff Responsible for Monitoring: Administration				
Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture				
No Progress Continue/Modify	X Discor	tinue		

Performance Objective 9: By June 2024, the turnover rate at Caldwell Elementary will be reduced by 50%.

Strategy 1 Details	Reviews			
Strategy 1: Complete campus and district on-boarding processes and maintain open communication with all employees through various channels, such as face-to-face meetings, classroom observations, staff newsletters, campus events, coaching conversations, etc.		Summative		
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Reduce teacher turnover and familiarize all staff with campus and district expectations.				
Staff Responsible for Monitoring: Leadership team				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture				
Strategy 2 Details	Reviews			
Strategy 2: Utilize best hiring practices, campus risk factor knowledge, and quality interview/selection processes in a	Formative			Summative
timely manner to secure teachers and staff that meet all student needs. Strategy's Expected Result/Impact: Hire highly qualified teachers that understand campus needs and vision for atrisk students.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Leadership team				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing				

Strategy 3 Details	Reviews				
Strategy 3: Provide ongoing opportunities for professional development for all staff through PLCs, lesson rehearsal/planning experiences, the Elementary Teacher Enrichment Program, and a consistent walkthrough/coaching/feedback cycle.	Formative			Summative	
	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: Professional development opportunities for all teachers to continue developing their growth and school capacity.					
Staff Responsible for Monitoring: Leadership team					
TEA Priorities:					
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing					
schools - ESF Levers:					
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever					
4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					
No Progress Accomplished — Continue/Modify	X Discor	ntinue	1		