

Garland Independent School District

Ethridge Elementary School

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

"At Ethridge, we are committed to providing quality programs, setting high expectations and using positive reinforcement so that all children can learn and be successful." - Mission Statement, 2007

Vision

To empower our school community to meet every child where they are academically while supporting their social and emotional needs. Together we are Destined to Success!

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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 demonstrating literacy proficiency as measured by Meets Grade Level performance on STAAR Reading Language Arts assessments (grades 3-5) will increase from 41% in 2023 to 55% in 2024.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use and instruct Tier 1 from Day 1 and will plan aligned and rigorous instruction by identifying focused TEKS and objectives, creating Learning Objectives, Demonstration of Learning(LOs/DOLs), and creating an Instructional Planning Calendar.</p> <p>Strategy's Expected Result/Impact: Increase in student performance in ELAR/SLAR</p> <p>Staff Responsible for Monitoring: Admin, ELST, and IST</p> <p>Title I: 2.4, 2.5</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 2 Details	Reviews			
<p>Strategy 2: Teachers will implement small group and literacy stations across grade levels and utilize small-group instruction to target and support individual needs during ELAR/SLAR instructional block and Saturday School.</p> <p>Strategy's Expected Result/Impact: Increase reading performance, on MAP Reading goals, CBA's, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, ELST, IST, and Interventionists</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: Dry erase boards, dry erase markers, erasers charts paper. - 6300 Supplies and Materials- Title I Funds - \$24,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will disaggregate data on a monthly basis from curriculum assessments, mCLASS, and MAP (Measures of Academic Progress) to determine intervention groups for all students with a focus on Emergent Bilinguals (EBs), SPED, and 504 students and adjust instruction accordingly.</p> <p>Strategy's Expected Result/Impact: Increase Reading meets the performance of at-risk students</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, interventionists, ELST, IST.</p> <p>Title I: 2.4, 2.5</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 4 Details	Reviews			
<p>Strategy 4: Teachers will use researched-based curriculum strategies, STAAR practice formatted online programs(iReady), and higher-level thinking skills/extension materials.</p> <p>Strategy's Expected Result/Impact: Increase meets reading level performance. Reading CBAs</p> <p>Staff Responsible for Monitoring: Administrators, ELST, IST, Interventionists, 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> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
				




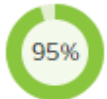


Strategy 5 Details	Reviews			
<p>Strategy 5: Fourth-grade students will travel to Austin on Education in Action's "Capitol Rocks" program and explore Inner Space Cavern and the Texas State Capitol to experience first-hand experiences for their short-constructed and extended-constructed responses on STAAR.</p> <p>Strategy's Expected Result/Impact: ELAR/ SLAR STAAR Assessment achievement</p> <p>Staff Responsible for Monitoring: Teachers and Admin.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<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 students demonstrating English language acquisition as measured by the Yearly Progress Indicator on Texas English Language Proficiency Assessment System (TELPAS) assessments (grades K-5) will increase from 46% in 2023 to 56% in 2024.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators and teachers will identify students' English Language Proficiency levels using ELlevation and determine students' level of language support needed based on the Proficiency Language Descriptors (PLDs).</p> <p>Strategy's Expected Result/Impact: Targeted instruction including ELL strategies to increase language proficiency levels of ELL students.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will embed Sheltered Instruction strategies in all content areas for language needs.</p> <p>Strategy's Expected Result/Impact: Increase in learning outcomes and years of growth in TELPAS reading. Increased student performance on District/ State assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Administration and teachers</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
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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 2024 TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Classroom 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
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The ELL paraprofessional will meet with newcomers daily(M-Th) to meet their language needs and monitor the use of the Rosetta Stone and Imagine Learning.</p> <p>Strategy's Expected Result/Impact: Increase language acquisition</p> <p>Staff Responsible for Monitoring: Administrators and ELL paraprofessionals</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 5 Details	Reviews			
<p>Strategy 5: All students, with a specific focus on Emergent Bilinguals, will consistently utilize dictionaries, academic vocabulary in reading, focus note-taking, and visual aids, to ensure mastery of TEKS and incorporate AVID WICOR strategies, journals, and whiteboards.</p> <p>Strategy's Expected Result/Impact: Increase on meets expectations on STAAR Reading spring 2024</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Intervention teachers, early literacy teachers, IST.</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
				



No Progress



Accomplished



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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 students demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Mathematics assessments (grades 3-5) will increase from 41% in 2023 to 55% in 2024.

HB3 Goal

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use and instruct Tier 1 from Day 1 and will plan aligned and rigorous instruction by identifying focused TEKS and objectives, creating Learning Objectives, Demonstration of Learning(LOs/DOLs), and creating an Instructional Planning Calendar.</p> <p>Strategy's Expected Result/Impact: Increase in student performance in ELAR/SLAR</p> <p>Staff Responsible for Monitoring: Admin, ELST, and IST</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Hire Substitutes teachers for planning purposes - 6100 Payroll- Title I Funds - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use researched-based curriculum strategies, STAAR practice (Think up), and higher-level thinking skills/extension materials, including software.</p> <p>Strategy's Expected Result/Impact: Increase meets math level performance. math CBAs, and MAP reports.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, and campus support</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: Teachers will utilize math manipulatives and supplemental materials during small group instruction with a focus on moving from concrete models to abstract questions with attention to the Asian and SPED student groups' performance relative to the Closing the Gaps Domain targets.</p> <p>Strategy's Expected Result/Impact: Increase meets percentage performance for 3-5 math STAAR. K - 5 students will meet the expected growth on EOY math MAP data.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, and campus support</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
	 75%	 80%		
Strategy 4 Details	Reviews			
<p>Strategy 4: The math vertical team will meet regularly to establish school-wide strategies addressing low-performing TEKS</p> <p>Strategy's Expected Result/Impact: Increase in meets-level performance for grades 3 - 5 STAAR 2024.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, and campus support.</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
	 10%	 10%		
 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 4: Percent of students demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessments (grades 5) will increase from 20% in 2023 to 40% in 2024.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 80% of science instruction will be hands-on science investigation including Science Perot Family Night. Strategy's Expected Result/Impact: Increase in Meets expectations on science STAAR 2024. Staff Responsible for Monitoring: Teachers and administration.</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan aligned and rigorous instruction by identifying focused TEKS and objectives, creating Learning Objectives, and Demonstration of learning\ (LOs/DOLs), and creating an Instructional Planning Calendar for 5th-grade science.</p> <p>Strategy's Expected Result/Impact: Increase learning for all students in science and STAAR Science. Increase students' Meet level on STAAR 2024. Staff Responsible for Monitoring: Administration, Teachers, Instructional Support.</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: 5th Grade students will visit Sky ranch Camp and delve into the Forces in Nature that shape our real-world environment</p> <p>Strategy's Expected Result/Impact: Increase learning for all students in science and STAAR Science. Increase students' Meet level on STAAR</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Instructional Support.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: 3rd students will visit Fossil Rim and explore real-world applications of adaptation and habitats.</p> <p>Strategy's Expected Result/Impact: Increase science achievement scores.</p> <p>Staff Responsible for Monitoring: Teacher, ELST, IST, and admin.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
<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 discretionary exclusionary consequences* will decrease from 5% in 2023 to 3% in 2024.

*defined as Exclusionary consequences: In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP), and Reassignment Rooms

Evaluation Data Sources: Review 360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will clearly define school-wide PBIS expectations for students based on strategies discussed at staff development to promote positive relationships and Social and Emotional learning with students of different populations in a school environment.</p> <p>Strategy's Expected Result/Impact: Decrease student incident referrals, and increase the social and emotional well-being of all students.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Staff, Counselors</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: The administrative team will analyze data monthly to monitor and assess our school-wide discipline plan PBIS system.</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline referrals. Increase building relationships with students</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Staff, Counselors</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
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Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers at Ethridge will participate in PBIS training. Strategy's Expected Result/Impact: Stronger classroom management skills and classroom culture. Staff Responsible for Monitoring: Counselors, teachers, and administrators.</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and counselors will clearly define a calming/cool-off space in their classroom with sensory manipulatives and items to promote positive behaviors and Social and Emotional learning with students of different populations in a school environment. Strategy's Expected Result/Impact: Decrease in office referrals and class incidents. Staff Responsible for Monitoring: Teachers, Counselors, and Admin.</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Ethridge will host an SEL Training for Parents with a focus on creating a sensory room center to help deescalate and regulate student behaviors. Strategy's Expected Result/Impact: Stronger interpersonal skills, character strengths, and whole child development Staff Responsible for Monitoring: Counselors, teachers, and administrators.</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</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 6: FAMILY & COMMUNITY ENGAGEMENT: By the end of 2023-2024, 80% or more of parents will attend at least two parental involvement opportunities geared towards engaging parents in students' education and performance.

Evaluation Data Sources: GISD Family Engagement Survey and Sign-in sheets.

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: Promote parent involvement in the development of the PFE policy</p> <p>Staff Responsible for Monitoring: Administrators, teachers.</p> <p>Title I: 4.1</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: 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</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers</p> <p>Title I: 4.1</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: Ethridge will host 7 parental involvement activities/events: Meet the teacher night, Literacy Night, Science Night, Math Night, TELPAS Workshop, College & Career Day, and STAAR & AVID workshops.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in students' academics. Promote cultural awareness and showcase students' culture. Increase parental involvement by promoting family literacy and math so parents are better prepared to help students and support education at home.</p> <p>Staff Responsible for Monitoring: Specials team, counselors, Teachers, and Administrators</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Math games, card stock, colorful copy paper and composition books - 6300 Parent Involvement. Supplies T1 - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and counselors will support the 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: Readiness to transition to middle school for all our 5th-grade students.</p> <p>Staff Responsible for Monitoring: : Counselors, teachers, administrators.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will support the transition into Kindergarten by holding transition meetings for families in collaboration with school admin and counselors.</p> <p>Strategy's Expected Result/Impact: Readiness to transition into the school from home, preschool, or daycare</p> <p>Staff Responsible for Monitoring: Kinder teachers, Admin, and Counselors</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 7: By June 2024, the turnover rate at Ethridge Elementary will be reduced by 50%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete campus and district onboarding 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.</p> <p>Strategy's Expected Result/Impact: Student achievement across all grade levels and content.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize best hiring practices, campus risk factor knowledge, and quality interview/selection processes in a timely manner to secure teachers and staff that meet all student needs.</p> <p>Strategy's Expected Result/Impact: Student achievement across all grade levels and content.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ongoing opportunities for professional development for all staff through PLCs, lesson rehearsal/ planning experiences, and a consistent walkthrough/coaching/feedback cycle.</p> <p>Strategy's Expected Result/Impact: Student achievement across all grade levels and content.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				