

Garland Independent School District

Roach Elementary School

2022-2023 Goals/Performance Objectives/Strategies

Board Approval Date: October 25, 2022
Public Presentation Date: September 8, 2022

Mission Statement

The staff at Routh Roach recognizes the unique needs of each child so they can master on-grade-level or higher skills. Readiness, interest, and learning-profile differentiation are the foundation of planning instruction. Students are encouraged to take increased responsibility for their own academic growth. Mutual respect at Routh Roach is nonnegotiable, as this enhances a feeling of safety. The staff maintains a pervasive expectation for growth as teachers teach for success.

Vision

To be a an exceptional campus to work, learn and excel



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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, 4 and 5 demonstrating early literacy as measured by meets grade Level performance on STAAR Reading, will increase in 3rd grade from 53.42%, in 4th grade from 44.3% and in 5th grade from 59.15% to 90% by 2025. 2022-2023 interim goal= 3rd grade 61.5%, 4th grade 53.4% and 5th grade 67.5%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement small group literacy stations across grade levels and utilize small group instruction to target and support individual needs during ELAR instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning Calendar) days.</p> <p>Strategy's Expected Result/Impact: Increase reading performance, DRA levels, and reached MAP Reading goals</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionist.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Small group pull out, Extended day & Saturday School, Instructional planning days. - 6100 Payroll- Title I Funds - \$4,878.88</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use researched-based curriculum strategies, STAAR practice workbooks, and higher-level thinking skills/extension materials, including software and dictionaries.</p> <p>Strategy's Expected Result/Impact: Increase meets reading level performance. Reading CBAs performance, MAP growth, DRA levels, and Istation results.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionist, Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: I-Ready - 6300 Supplies and Materials- Title I Funds - \$4,682.50</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will disaggregate data from curriculum assessments, mCLASS, ISIP, and MAP to determine intervention groups for all students with a focus on EBs, SPED and 504 students. Intervention will begin the third Monday of the 2022-2023 school year with formative assessment data being used to determine intervention groups for all at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase Reading meets performance of at-risk students</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Interventionist, ELST.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Supplies for small group instruction for Special Education Students - 199 - PIC 23 SPED State Allotment Funds - \$874</p>	Formative			Summative
	Nov	Feb	Apr	June
	 70%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff members will utilize instructional planning calendar (IPC) days to create remediation and enrichment lessons for at-risk student to be used during extended day and Saturday school.</p> <p>Strategy's Expected Result/Impact: Decrease academic gaps for all at-risk students. Decrease the number of Tier 3 & Tier 2 students</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Payroll for extended day & Saturday School , and instructional planning days - 199 - PIC 24 State Comp Ed Funds - \$2,415, Supplies for at risk students - 199 - PIC 24 State Comp Ed Funds - \$2,400</p>	Formative			Summative
	Nov	Feb	Apr	June
	 55%			
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will incorporate reading AVID (Advancement Via Individual Determination) WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies (ex. annotating the text, turn and talk, marking the text, etc.)</p> <p>Strategy's Expected Result/Impact: Increase in reading comprehension skills, CBAs, MAP report ISIP, CWT</p> <p>Staff Responsible for Monitoring: Administrators, AVID site team, teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
	 50%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Our Campus performed below the district in all levels of the 4th grade STAAR English Reading: Campus approaches performance was 62.5% compared to the district's approaches performance of 77.56% Campus meets performance was 41.67% compared to the district's meets performance of 55.76% Campus masters performance was 25% compared to the District masters performance of 30.56 **Root Cause:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) High numbers of students pull out reducing time for small group instruction Transitioning to online testing Learning new online STAAR-taking strategies Lack of consistency in the implementation of supplemental aides Lack of background knowledge and vocabulary New 1st year teachers



Problem Statement 2: 4th Grade STAAR Reading English Emergent Bilingual students scored 66.67% Approaches, 41.67 in Meets, and 33.33 in Masters performance compared to the District 78.11% Approaches, 53.59% meets, and 27.94% masters performance. **Root Cause:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) High numbers of students pull out reducing time for small group instruction Transitioning to online testing Learning new online STAAR-taking strategies Lack of consistency in the implementation of supplemental aides Lack of background knowledge and vocabulary New 1st year teachers

Problem Statement 3: 4th Grade STAAR Reading English Special Ed. subgroup scored below the district, 16.67% Approaches, 8.33% in Meets, and 8.33% in Masters performance compared to the District 42.13% Approaches, 24.61% meets, and 13.08% masters performance. **Root Cause:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) High numbers of students pull out reducing time for small group instruction Transitioning to online testing Learning new online STAAR-taking strategies Lack of consistency in the implementation of supplemental aides Lack of background knowledge and vocabulary New 1st year teachers

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 English Language Learners (ELL) students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 38.4% to 76% by 2025..
2021-2022 Interim goal = 44.6%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement ELPS 1 & ELPS 2 and all components of the Dual Language One-Way model in order to ensure the English language development for all of the EB students.</p> <p>Strategy's Expected Result/Impact: 44.6% of EB students will show 1 year growth as measured by TELPAS scores. CWTs Lesson plans</p> <p>Staff Responsible for Monitoring: Administrators & teachers.</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplies needed to ensure the English language development for all EB students - 199 - PIC 25 Bil./ESL State Allotment Funds - \$4,809</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement sheltered instruction strategies in their classrooms (The 7 Steps to a Language-Rich Interactive Classroom).</p> <p>Strategy's Expected Result/Impact: 44.6% of EB students will show 1 year growth as measured by TELPAS scores. CWT</p> <p>Staff Responsible for Monitoring: Administrators, IST, ELST, Teachers.</p> <p>Problem Statements: Student Learning 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and teachers will ensure that each EB student is provided with linguistic and instructional accommodations as determined by the LPAC (Language Proficiency Assessment Committee).</p> <p>Strategy's Expected Result/Impact: EB students Meets Grade Level performance will increase.</p>	Formative			Summative
	Nov	Feb	Apr	June

CBA's
Elevation reports
CWT

Staff Responsible for Monitoring: Administrators, teachers, LPAC Administrator.



No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: 4th Grade STAAR Reading English Emergent Bilingual students scored 66.67% Approaches, 41.67 in Meets, and 33.33 in Masters performance compared to the District 78.11% Approaches, 53.59% meets, and 27.94% masters performance. **Root Cause:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) High numbers of students pull out reducing time for small group instruction Transitioning to online testing Learning new online STAAR-taking strategies Lack of consistency in the implementation of supplemental aides Lack of background knowledge and vocabulary New 1st year teachers








Problem Statement 4: 3rd Grade Gen. Ed Emergent Bilingual subgroup Meets Performance was 33.33% in STAAR Math compared to the District Meets performance of 50.32% **Root Cause:** Emergent Bilingual students are affected by language barriers. Lack of hands-on instruction and sheltered instruction strategies during whole group and small group instruction for different groups of students have affected students' performance. Behavior issues have interfered with Students' performance. Lack of training for teachers in the use of resources. Wrong placement of students per parents

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 23.94% to 80% by 2025.

2021-2022 interim goal = 47%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide hands-on opportunities in Science to reinforce abstract ideas.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to complex ideas and scenarios to allow a connection that increases student's science progress</p> <p>Staff Responsible for Monitoring: Classroom teacher, Administrators</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will focus on science vocabulary by providing a print-rich environment through anchor charts, word walls, note-taking, etc.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to science vocabulary that will increase science background knowledge.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administrators.</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use researched-based curriculum strategies, STAAR practice workbooks, and higher-level thinking skills/extension materials, including software.</p> <p>Strategy's Expected Result/Impact: Increase meets Science level performance. Science CBAs performance, MAP Growth.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: I-Ready - 6300 Supplies and Materials- Title I Funds - \$3,216.25</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 3 Problem Statements:




Student Learning






Problem Statement 5: 5th grade STAAR Science English was below the District on all sub-group populations: Campus: Approaches 58.14%, Meets: 25.58%, Masters: 9.3 %
District: Approaches: 58.14% Meets: 30.35%, Masters: 12.79% **Root Cause:** 30 minutes to teach Science Lack of opportunities for hands-on experiences On-line test New teacher
Lack of curriculum support Lack of accountability in the lower grades Lack of vocabulary

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 in grades 3, 4 and 5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math will increase in 3rd grade from 57.53%, in 4th grade from 44.3%, in 5th grade from 60.56% to 90% by 2025.
2022-2023 interim goal = 3rd grade 58%, 4th grade 45%, and 5th grade 75%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize manipulatives during Small group math instruction to make connections between concrete and abstract models.</p> <p>Strategy's Expected Result/Impact: Increase in Meets Grade Level performance. CBAs CWT</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Interventionist.</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate AVID strategies such as 2-3 column notes to solve problems.</p> <p>Strategy's Expected Result/Impact: Increase in Meets Grade Level performance. CWT AVID binders</p> <p>Staff Responsible for Monitoring: Administrators, Teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use researched based curriculum strategies, STAAR practice workbooks, 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, Interventionist</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: I-Ready - 6300 Supplies and Materials- Title I Funds - \$4,682.50</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement small group math stations across grade levels and utilize small group instruction to target and support individual needs during Math instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning Calendar) days.</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, interventionists, CST</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Small group pull out, extended day and Saturday school, instructional planning days. - 6100 Payroll- Title I Funds - \$4,878.87</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 4: 3rd Grade Gen. Ed Emergent Bilingual subgroup Meets Performance was 33.33% in STAAR Math compared to the District Meets performance of 50.32%</p> <p>Root Cause: Emergent Bilingual students are affected by language barriers. Lack of hands-on instruction and sheltered instruction strategies during whole group and small group instruction for different groups of students have affected students' performance. Behavior issues have interfered with Students' performance. Lack of training for teachers in the use of resources. Wrong placement of students per parents</p>

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Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 6.7% to 5.2% by the end of 2023 and remain below 35% by 2025.








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









Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in staff development and utilize a school-wide discipline system and Positive Behavior Intervention Strategies (PBIS), to ensure a welcoming, positive and respectful school environment.</p> <p>Strategy's Expected Result/Impact: Decrease numbers of office referrals across grade levels, specially African American students.</p> <p>Review 360 reports PD agenda Sign in sheets</p> <p>Staff Responsible for Monitoring: Administrators, counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will implement strategies to build positive relationships with students such as creating a safe environment, making connections with students, meeting their basic needs, providing skillful feedback, and using remedial interventions.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals across grade levels, specifically African American students.</p> <p>Review 360 report PD agenda sign in sheet</p> <p>Staff Responsible for Monitoring: Administrators, Counselor.</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and teachers will implement social emotional strategies to address all student social and emotional needs, with an emphasis on African American and SPED students.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals.</p> <p>PD agenda sign in sheets CWTs</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselor.</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 6: By the end of the 2022-23, 80% or more of parents will attend at least two parent and family engagement opportunities geared towards engaging parents in student's education and performance.

Evaluation Data Sources: Sign-in sheets and district survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Routh Roach will host 7 parent and family engagement activities/events: Meet the teacher night, Play 60 Night, Literacy Night, Multicultural Night, Buddy Day, College & Career day, STAAR & AVID workshops.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in student's academics. Promote cultural awareness and showcase student's culture. Increase parental involvement by promoting family literacy so parents are better prepared to help students and support education at home Sign-in sheets, parent survey</p> <p>Staff Responsible for Monitoring: Specials team, Teachers and Administrators</p> <p>Funding Sources: Lakeshore Rhyming Bingo, Predicting Outcomes Bingo & Main Idea Bingo - 6300 Parent Involvement. Supplies T1 - \$2,229</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost</p> <p>Strategy's Expected Result/Impact: Promote parent involvement in the development of the PFE policy. Invitation, sign-in sheet</p> <p>Staff Responsible for Monitoring: Administrators, teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. (Elementary only: Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences).</p> <p>Strategy's Expected Result/Impact: Increase parental participation in the development of a school -parent-compact. Invitation, sign-in sheet.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Kindergarten round up will be conducted to 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: Students transition to kindergarten will be successful</p> <p>Staff Responsible for Monitoring: Teachers, administrators, counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers and counselor will 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: Readiness to transition to middle school for all our Routh Roach students.</p> <p>Staff Responsible for Monitoring: Counselor, teachers, administrators.</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				