

**Garland Independent School District**

**Rowlett Elementary School**

**2023-2024 Goals/Performance Objectives/Strategies**

**Board Approval Date:** October 24, 2023  
**Public Presentation Date:** September 28, 2023

# Value Statement

At Rowlett Elementary, we value GROWTH, RELATIONSHIPS and RESPECT FOR ALL.

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Goals 4

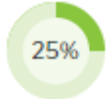

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management. 4



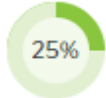

# Goals

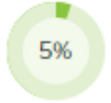





**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

**Performance Objective 1:** 60% of all students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2024 target of 60% of students Meet standard on STAAR Reading/Math.

**Evaluation Data Sources:** MAP Growth Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will group and progress monitor students based on skill deficits as identified on MAP, checkpoints, Module Assessments, CBAs and daily instruction, to inform small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of all students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2024 target of 60% of students Meet standard on STAAR Reading/Math.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Team Team Leaders Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students close to moving a level on STAAR will be tracked across assessments and provided academic interventions and study skills training.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of all students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2024 target of 60% of students Meet standard on STAAR Reading/Math.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders Campus Instruction Team Counselor Classroom Teacher IST</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
	 10%	 50%		
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> ELST and IST will prioritize supporting teachers in planning small group instruction based on assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of all students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2024 target of 60% of students Meet standard on STAAR Reading/Math.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 50%		

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be provided opportunities to observe their peers teaching in small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will grow in their understanding of how to plan and deliver a small lesson plan based on student needs.</p> <p><b>Staff Responsible for Monitoring:</b> ELST, IST, Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Substitutes - 6100 Payroll- Title I Funds - \$3,275</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> First, Second and Fourth grade students did not meet their growth targets in MAP math, and First and Second grade students did not meet their projected growth targets in MAP Reading. <b>Root Cause:</b> The district curriculum scope and sequence did not align with MAP.</p>
<p><b>Problem Statement 2:</b> While 76.71% of 5th graders passed STAAR math, only 38.36% met and 10.96% mastered. <b>Root Cause:</b> The rigor of district curriculum questions did not adequately prepare students for STAAR level questions.</p>
<p><b>Problem Statement 3:</b> While 65.28% of 4th graders passed STAAR math, only 29.17% met, and 9.72% mastered. <b>Root Cause:</b> We need to prioritize enrichment opportunities for higher performers as well as intervention for Tier 2 and Tier 3 students.</p>
<p><b>Problem Statement 4:</b> While 67.74% of 3rd graders passed STAAR reading, only 38.71% met, and 8.06% mastered. <b>Root Cause:</b> We need to prioritize enrichment opportunities for higher performers as well as intervention for Tier 2 and Tier 3 students.</p>
<p><b>Problem Statement 9:</b> Only 38.36% of 5th grade students passed the Science STAAR test. <b>Root Cause:</b> The lack of prioritization of K-4 science instruction caused 5th grade students to come into science with conceptual gaps.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Small group instruction did not increase student achievement on STAAR. <b>Root Cause:</b> Teachers are at various levels of understanding and expertise of how to plan and deliver small group instruction.</p>

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

**Performance Objective 2:** 60% of SPED students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2024 target of 25% of special education students Meet standard on STAAR Reading/Math.

**Evaluation Data Sources:** MAP Growth Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will monitor SPED students' progress and conduct collaborative planning sessions between general education and SPED teachers regarding lesson plans/daily targets/TEKS, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> 25% of special education students Meet standard on STAAR Reading/Math.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> SPED teachers will provide differentiating instruction to support academic needs of SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> 25% of special education students Meet standard on STAAR Reading/Math.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Staff Campus Instruction Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<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>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
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<b>Problem Statement 2:</b> SPED students missed their math target in domain 3 (Academic Achievement) by 13 points <b>Root Cause:</b> Lack of consistent communication between SPED and GEN Ed teacher regarding SPED student 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 equity in student management.

**Performance Objective 3:** 70% of people who complete the Family Engagement Survey will answer ALWAYS to "This school provides materials and trainings to help parents work with their children to improve student achievement."

**Evaluation Data Sources:** Family Engagement Survey Submissions.






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will regularly provide materials to parents that help them work with their children to improve student achievement and to grow in their understanding of the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Response to "This school provides materials and trainings to help parents work with their children to improve student achievement will increase from 60% to 70% as per the Family Engagement Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				








Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will host curriculum nights each semester to engage parents with the work students are doing in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent awareness of the curriculum will increase from 62% to 70% based on the Family Engagement Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team Leaders</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 6300 Supplies and Materials- Title I Funds - \$12,000, - 6300 Parent Involvement. Supplies T1 - \$2,015</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families</p> <p><b>Strategy's Expected Result/Impact:</b> Parent engagement on campus will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Title I:</b> 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress               Accomplished               Continue/Modify               Discontinue       </p>				

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

**Performance Objective 4:** EL/EB students will increase their academic achievement target in reading and in math.

**Evaluation Data Sources:** Domain 3 Academic Achievement






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> EL and EB students will be tracked across assessments and provided academic interventions and study skills training as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> EL and EB students will meet their academic achievement targets in reading and in math.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Team Leader Bilingual Teachers Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutoring Supplies and Materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,319</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop jointly with, and distribute to parents, a written Parent and Family Engagement 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><b>Strategy's Expected Result/Impact:</b> EL and EB students will meet their academic achievement targets in reading and in math.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategy's Expected Result/Impact EL and EB students will meet their academic achievement targets in reading and in math.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</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 equity in student management.

**Performance Objective 5:** SPED students will meet their Domain 3 (Academic Achievement) of 25% MEETS in math.









**Evaluation Data Sources:** Campus Report Card

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special Ed/Intervention staff will meet regularly with Gen Ed staff to discuss the progress of shared students, resulting in documented, targeted instructional action steps to be implemented by SPED teachers and teachers of record.</p> <p><b>Strategy's Expected Result/Impact:</b> SPED students will receive more targeted tutoring that will support their growth in Domain 3.</p> <p><b>Staff Responsible for Monitoring:</b> Administration SPED Staff Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Materials for tutoring - 199 - PIC 23 SPED State Allotment Funds - \$1,349</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 6:** 50% of 5th grade students will perform at the meets level on STAAR Science

**Evaluation Data Sources:** STAAR Science

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Science instruction at all grade levels will be aligned to state standards, with progress monitoring of student performance targeted at grades 3-5. These students will score at a minimum of 45% meets on district CBA's, increasing to 50% for 5th grade on spring 2024 STAAR interim assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> 50% of 5th grade students will perform at the meets level on STAAR Science</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> District staff will lead Science PLCs to rehearse upcoming lessons and analyze data.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of 5th grade students will perform at the meets level on STAAR Science</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<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>				

**Performance Objective 6 Problem Statements:**

## Student Learning

**Problem Statement 9:** Only 38.36% of 5th grade students passed the Science STAAR test. **Root Cause:** The lack of prioritization of K-4 science instruction caused 5th grade students to come into science with conceptual gaps.