

Garland Independent School District

Shorehaven Elementary School

2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: B

H.A.P.P.Y.

Have A Positive Productive Year!

IT'S A GREAT DAY TO BE AN EAGLE!



Board Approval Date: October 24, 2023
Public Presentation Date: August 24, 2023

Mission Statement

"Where Excellence Soars!"

Mission Statement

Shorehaven Elementary School is a community of engaged learners. We are committed in helping students become critical thinkers, productive citizens and life-long learners.

AVID Mission

Close the achievement gap by preparing all students for college readiness and success in a global society.

Vision

Preparing each student to succeed and maximize their potential.

Core Beliefs

Excellence – We are a school that strives for excellence in academics.

Learning – Supporting a learning environment that continuously motivates all individuals to excel.

Accountability – Demonstrating a personal and institutional accountability for student learning.

Respect – Promoting a school community that appreciates the value of students, families, colleagues, and cultures.

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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 equity in student management.



Performance Objective 1: Percent of students in grade 3 - 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase in grade 3 from 45.95% to 66.9% grade 4 from 45%to 68.5%, grade 5 from 60.42% to 65.0% in 2023 to 90% by 2026. (SY2324 interim goal = grade 3 66.9%, grade 4 68.5% grade 5 65.0%)










HB3 Goal

Evaluation Data Sources: Spring STAAR administration testing data file (accountability subset) grades 3-5, MAP Math/ Reading Growth (K-5th), PK CiRCLe

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will consistently utilize dictionaries, academic vocabulary in reading, math, and science to enhance focus note taking, visual aids, learning continuum to ensure mastery of TEKS, and incorporate AVID strategies, journals, whiteboards revising/ editing to increase students' literacy and writing skills.</p> <p>Strategy's Expected Result/Impact: Enhance student performance in class with tier I instruction. Increased student performance on District/ State assessments and benchmarks. Increase reading and math scores by meeting projected MAP growth.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Intervention teacher, early literacy teacher, ISTs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes for PD and Purposeful Planning. Subs to provide small group tutoring, Early Reading and math learning - 6100 Payroll- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Intervention teacher will provide instruction for TIER III students.</p> <p>Strategy's Expected Result/Impact: *Intervention for students who need support or below the MAP cut score. *Closing achievement gaps</p> <p>Staff Responsible for Monitoring: Administration Interventionist Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Education Galaxy, Brain Pop, Flocabulary, iReady - 6300 Supplies and Materials- Title I Funds - \$12,203</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and teachers will ensure that all special education and 504 students in general education classes are provided accommodations as determined by the ARD, SST, and/or 504 Committees.</p> <p>Strategy's Expected Result/Impact: Increase proficiency in reading comprehension in all content areas and provided accommodations.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Special Education teacher, 504, SST/ MTSS and 504 committees</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Student manipulatives, hands-on materials for specific content areas. - 199 - PIC 23 SPED State Allotment Funds - \$988</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parents and families with resources to enhance how they can help their student(s) with reading, math, and science learning/ studying at home.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement assistance to provide academic (math, reading, science) resources/materials for home use.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Parents</p> <p>Title I: 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>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: We will provide parent with math, reading and science resources for home. - 6300 Parent Involvement. Supplies T1 - \$2,798, Laminator and Poster machines. - 6300 Parent Involvement. Supplies T1 - \$9,000</p>	Formative			Summative
	Nov	Feb	Apr	June
		 85%		
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will provide parents and families with resources and strategies to help their child succeed in literacy, writing, math, and science to be CCMR (ex. kinder round-up, 5th grade transition to 6th, college t-shirt Thursdays, parent transition meetings, TELPAS Night, AVID parent nights, Parent University).</p> <p>Strategy's Expected Result/Impact: Provide parents and families with resources for students success. Family knowledge of kinder round-up, 5th grade transition to 6th, college t-shirt Thursdays, parent transition meetings, TELPAS Night, AVID parent nights, Parent University</p> <p>Staff Responsible for Monitoring: Administration, counselor, and teachers</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Interactive activities and materials to enhance academic skills in reading, math, and science for parents/guardians to use at home. - 6300 Parent Involvement. Supplies T1 - \$2,344, Payroll Parent University AVID evening activity - 6100 Parent Inv. Payroll T1 - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
		 80%		

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will write in all content areas, and utilize a variety of instructional strategies (academic vocabulary, writing process, organization of writing).</p> <p>Strategy's Expected Result/Impact: Increase writing skills and enhance writing for all students, PK-5th.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 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 7 Details	Reviews			
<p>Strategy 7: Develop jointly with, and distribute to parents and families, a written Title I parent meeting (Parent Involvement/Compact Policy will be explained in various languages of need), to meet the needs of diverse languages of our parents and families, additional language translation of the policy will be made available.</p> <p>Strategy's Expected Result/Impact: Provide parents and families with resources for student success to utilize at home (ex. books, math games etc.).</p> <p>Staff Responsible for Monitoring: Administration, counselor, and teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</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>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: According to 22-23 MAP data, our school needs increased targeted small group tutoring for all students. Root Cause: Increase personalized learning for all students, to close achievement gaps. Implement Personalized Learning program starting in grade K-2.</p>
<p>Problem Statement 7: Academic achievement for increase improvement for Special Education Math & Reading STAAR at meets. Root Cause: Lack of fundamental skills on grade level content.</p>



Perceptions









Problem Statement 1: Increase AVID strategies across grade level and content areas. **Root Cause:** There has been a decrease of AVID strategies, however this year we will increase participation in all content areas.

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: The percent of EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 55.0% to 55.6% in 2023 to 76% by 2026. (SY2324 interim goal = 55.6%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide Sheltered Instruction Strategies during all content areas for language needs of our Emergent Bilinguals/ESL students.</p> <p>Strategy's Expected Result/Impact: Increase in learning outcomes and growth in TELPAS reading. Increased student performance on District/ State assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Administration Teachers Early Literacy Teacher IST</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy <p>Funding Sources: Dictionaries, headphones, partitions, resources, BeGlad, Lexia - 199 - PIC 25 Bil../ESL State Allotment Funds - \$4,662</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the use of supplemental educational programs for student support (ex. Summit K-12, Amira PD for campus).</p> <p>Strategy's Expected Result/Impact: *Increase student performance in class and on assessments. *Student performance tracker.</p> <p>Staff Responsible for Monitoring: Teachers Administration Support Staff</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy 	Formative			Summative
	Nov	Feb	Apr	June
	 35%	 90%		
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the use and resources for special education bilingual students.</p> <p>Strategy's Expected Result/Impact: Student performance in class, and assessments.</p> <p>Staff Responsible for Monitoring: Teachers Administration Support Staff</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 7</p>	Formative			Summative
	Nov	Feb	Apr	June
	 15%	 75%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 7: Academic achievement for increase improvement for Special Education Math & Reading STAAR at meets. Root Cause: Lack of fundamental skills on grade level content.</p>

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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 25.0% in 2023 to 35.0% by 2026. (SY2324 interim goal = 35.0%)



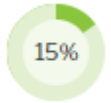

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will develop science vocabulary and skills through the use of interactive activities (science lab, interactive science journals, focus note-taking, visual aids, hands-on activities, video clips from Discovery Education), technology, critical writing, reading strategies and student collaboration with attention to all student group's performance relative to the Closing the Gaps with attention to all, eco. dis, and Hispanic student groups.</p> <p>Strategy's Expected Result/Impact: Increase learning for all students in science and STAAR Science. Increase Meets and Masters level with data driven Instruction.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Instructional Support</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
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan align, rigorous instruction by unpacking TEKS, creating Learning Objectives and Daily Learning Objectives (LOs/DOLs), and create Instructional Planning Calendar in all STAAR tested grades.</p> <p>Strategy's Expected Result/Impact: Increase learning for all students in science and STAAR Science. Increase students at Meets and Masters level. Data driven Instruction will guide lessons and small groups.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Instructional Support</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p> 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: Percent of students 3-5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 3 from 32.43% to 57.4%, grade 4 from 33.33% to 55.9%, grade 5 from 47.8% to 64.58% on STAAR, will increase in 2023 to 90% by 2026. (SY2324 interim goal = 44.4%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The teacher will provide students with small group instruction, utilizing manipulatives, math stations, math vocabulary, math technology programs, AVID math journal, white boards, researched base strategies, field trips and multiple opportunities to demonstrate progress with attention to our all, eco. dis, and Hispanic student groups performance relative to the Closing the Gap Domain Targets.</p> <p>Strategy's Expected Result/Impact: Increase results for all students in math. Increase math scores by meeting projected MAP growth.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Interactive activities and materials to enhance math and reading skills - 199 - PIC 24 State Comp Ed Funds - \$4,965</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administration will participate in data meetings/ MTSS/Professional Development/ Conferences to better understand how to serve students in all content areas during PLCs , Internalization / Instructional Planning and Weekly data Meetings (WDMs) weekly.</p> <p>Strategy's Expected Result/Impact: * Increase student performance (Data) *Student work analysis *Classroom walkthroughs *Increased student performance on District/ State assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, and Instructional Support</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>- Targeted Support Strategy</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: 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)] will decrease from 20.2% in 2023 to 13.5% by 2026. (SY2324 interim goal = 44.0%)

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences
Decrease in campus incidents

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 behavior. Increase building relationship with students. SEL use campus -wide.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Staff, Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff will clearly define school-wide 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 incidents, and increase social and emotional skills for students. Guidance classes for all students provided by the counselor.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Staff, Counselor</p> <p>TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 3</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>				

Performance Objective 5 Problem Statements:

Perceptions

Problem Statement 3: Provide more guidance (specific strategies and tips) for students to improve their social-emotional skills and motivation **Root Cause:** Increase parent participation and training.