

Garland Independent School District

Abbett Elementary School

2019-2020

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Abbett Elementary strives to create strong community and family relationships and engage in 21st learning practices that develop confident, cooperative learners who will become real world problem solvers.

Vision

Professional Practices – Collaborative Culture

Our school will be a place where:

- School-wide expectations are consistently enforced by all staff members.
- Staff members demonstrate pride and ownership for the school and take responsibility for informed decision making.
- Teachers are actively involved with continuing their education.
- Teachers utilize research-based educational practices to meet the needs of every student.
- All learning is related to how it applies in real life, where higher-order thinking is infused into every lesson, and all curriculum is aligned for priority and consistency.
- Students are actively engaged in their learning.
- Teachers collaborate with each other and pursue solutions that ensure students are learning.
- Student learning is always increasing as evidenced by student achievement.

Student Centered Character Development

Our school will be a place where:

- Students are not tolerant of bullies.
- Students take ownership of their own learning and demonstrate responsibility for their actions.
- Students demonstrate great effort toward becoming successful learners.

Community Engagement

Our school will be a place where:

- Visitors feel welcome and have positive relationships with staff members.
- Parents demonstrate high levels of involvement and take ownership of student learning and success.

Student Centered School Climate

Our school will be a place where:

- Our primary concern is the well-being of each student.
- Staff members are committed to the success of each student.
- Students take pride in being an Abbett All Star, and demonstrate high levels of self-guidance and motivation.

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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. 5

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 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 42.1% in 2019 to 90% by 2025. (19-20 campus interim goals = 3rd-57.3%, 4th-53.7%, 5th-58.1%)

Targeted or ESF High Priority

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Writing, will increase from 42% in 2019 to 70% by 2025. (19-20 campus interim goal = 44.9%)

Targeted or ESF High Priority

Performance Objective 3: 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 43% in 2019 to 76% by 2025. (19-20 campus interim goal = 45.9%)

Targeted or ESF High Priority

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase from 49.2% in 2019 to 80% by 2025. (19-20 campus interim goal = 49.4%)

Performance Objective 5: Percent of students in grade 5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math, will increase from 63.3% in 2019 to 90% by 2025. (19-20 campus interim goals = 3rd-59.8%, 4th-59.9%, 5th-65.2%)

Performance Objective 6: 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 19.4% in 2019 to 18.9% in 2020 (2025 district goal = 35%).