

Garland Independent School District
Bradfield Elementary School
2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

Bradfield Elementary Mission Statement

At Bradfield Elementary we strive to:

Build a strong relationship with each student,

Raise expectations for all,

Appreciate cultural diversity,

Develop responsibility among students,

Find the best in each child,

Instruct at the highest level possible,

Engage parents and community as partners,

Learn through problem-solving,

Demonstrate continuing improvement.

Table of Contents

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 graduation rates and decreasing student management incidences. 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 graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase :




in Grade 3 from 53% in 2022 to 90% by 2025 SY (2024 interim goal 70%)







in Grade 4 from 46% in 2022 to 90% by 2025 SY (2024 interim goal 70%)






in Grade 5 from 74% in 2022 to 90% by 2025 SY (2024 interim goal 70%)







Pending STAAR Results

Evaluation Data Sources: DRA- (MOY, EOY) and MAP (BOY,EOY)and online learning platforms weekly assignments and usage data.

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 teachers will be providing differentiated small group instruction to address the academic needs of all At-Risk, African American, White, Asian, SPED and GT students.</p> <p>Strategy's Expected Result/Impact: Observe through lesson plans, walk-through data, PLC agendas, and weekly assignments</p> <p>Staff Responsible for Monitoring: Administrators, teachers and Early Literacy Support Teacher(ELST)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Supplies and materials - 6300 Supplies and Materials- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will develop differentiated instructional planning calendars to meet the needs of Bradfield's Students and internalize lessons for reading in every grading cycle to include rigorous and engaging instruction for students.</p> <p>Strategy's Expected Result/Impact: Observe through walkthrough data, PLC discussions and meets target is reached on STAAR assessment,MAP and MClass</p> <p>Staff Responsible for Monitoring: Administrators, teachers and Early Literacy Support Teacher(ELST)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I Payroll - 6100 Payroll- Title I Funds - \$14,369</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 2nd -5th Grade Teachers will analyze students' reading lexile levels according to Achieve 3000 reading Program to differentiate instruction and to target individual student needs.</p> <p>Strategy's Expected Result/Impact: Observe through lesson plans, walkthrough data, Achieve 3000 Data, PLC agendas , STAAR assessment and DRA levels</p> <p>Staff Responsible for Monitoring: Administrators, teachers and Early Literacy Support Teacher(ELST)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Purchase of Achieve3000 Program - 6300 Supplies and Materials- Title I Funds - \$16,365</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills</p> <p>Strategy's Expected Result/Impact: Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills</p> <p>Staff Responsible for Monitoring: Counselor, Administrators, teachers and Early Literacy Support Teacher(ELST)</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Pay Teachers to host a Parent University night - 6100 Parent Inv. Payroll T1 - \$1,665, Supplies for Parent University - 6300 Parent Involvement. Supplies T1 - \$350</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: K -5th Grade Teachers will promote rigor through WICOR: Writing, Inquiry, Collaboration, Organization and Reading. strategy to increase engagement through student ownership, accountability, and critical thinking.</p> <p>Strategy's Expected Result/Impact: Students will develop the skills they need to be successful in college.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach and Parents</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Binders to apply skills of AVID methods they have been taught. - 6300 Supplies and Materials- Title I Funds - \$3,949</p>	Formative			Summative
	Nov	Feb	Apr	June
				







Strategy 6 Details	Reviews			
<p>Strategy 6: K-2 Teachers will create posters with graphic organizers, anchor charts, vocabulary and concept walls to give students a visual aid that helps them understand the instructional materials.</p> <p>Strategy's Expected Result/Impact: visual aids, such as posters, have been proven to be effective in improving memory retention and making learning more enjoyable for kids.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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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 2: 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 36% in 2022 to 76% by 2025. (SY2024 interim goal = %) Pending STAAR Results

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-K through 5th grade teachers will implement vocabulary study and sheltered instructional strategies for all EL students such as sentence frames, anchor charts, visuals, the use of Flip Grip (online tool) to record their oral responses and Multiple Response Strategies to address their language needs.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate higher levels of proficiency on TELPAS</p> <p>Staff Responsible for Monitoring: Principals, Teachers and ELST</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies and Materials for Bil classrooms, Headphones with microphones - 6300 Supplies and Materials- Title I Funds - \$3,248.70</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: k -5th Grade Teachers will analyze students' English TELPAS levels according to iReady reading Program to differentiate instruction and to target individual student needs.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate higher levels of English Proficiency as measure by TELPAS.</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>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: K-2 teachers will make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers posters, vocabulary poster cards, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content to support Sheltered Instruction strategies .</p> <p>Strategy's Expected Result/Impact: Students will demonstrate higher levels of English Proficiency as measure by TELPAS.</p> <p>Staff Responsible for Monitoring: Principals, Teachers and ELST</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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Poster Maker Machine - 6300 Supplies and Materials- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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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 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 37.7% in 2022 to 80% by 2025. (SY2024 interim goal = 0%) Pending STAAR Results

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-K - 5th grade science teachers will develop and implement hands-on activities during core and small group instruction to increase student demonstration of scientific concepts.</p> <p>Strategy's Expected Result/Impact: Increase performance at the Meets and Masters Level on the 5th grade Science STAAR.</p> <p>Staff Responsible for Monitoring: administration and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Edusmart -Online Subscription Science standard base resource - 6300 Supplies and Materials- Title I Funds - \$1,585</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Pre-K through 5th grade teachers will integrate Edusmart learning platform to increase their understanding of science concepts and skills through comprehensive instruction and practice of resources for K-12 science</p> <p>Strategy's Expected Result/Impact: Increase 10% performance at the Meets and Masters Level on the 5th grade Science STAAR.</p> <p>Staff Responsible for Monitoring: administration and 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Edusmart -Online Subscription Science standard base resource - 6300 Supplies and Materials- Title I Funds - \$1,585</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Family Science Night will be held to improve parents' ability to assist their students at home with science applications and understanding.</p> <p>Strategy's Expected Result/Impact: arents will become more knowledgeable on how to assist their students at home with science applications and understanding.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will develop instructional planning calendars for math, every six weeks, that include rigorous and engaging instruction for students.</p> <p>Strategy's Expected Result/Impact: Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administration ELST and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: 5th grade teachers will plan a field trip to the Perot Museum to increase their understanding of science concepts and to provide firsthand experience, to stimulate interest and motivation in science, to add relevance to learning and interrelationships, to strengthen observation and perception skills, and to promote personal (social) development.</p> <p>Strategy's Expected Result/Impact: to increase their understanding of science concepts and to provide firsthand experience, to stimulate interest and motivation in science, to add relevance to learning and interrelationships, to strengthen observation and perception skills, and to promote personal (social) development.</p> <p>Staff Responsible for Monitoring: Admin and 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, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Perot Museum - 6200 Parent Involvement. Contracted Services/Reg - - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on the fall 22-23 SCIENCE interim STAAR, fifth grade saw a decrease in achievement across all mastery categories. Root Cause: There was Inconsistent implementation of science curriculum in grades k-4 and Inconsistent implementation of hands-on science experiments that allow students to ask questions, probe for answers, conduct investigations, and collect data.</p>

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 mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math will increase :



in Grade 3 from 60% in 2022 to 90% by 2025. (SY2024 interim goal 70%)







In Grade 4 from 36% in 2022 to 90% by 2025 (SY2024 interim goal70 %)

In Grade 5 from 66% in 2022 to 90% by 2025 (SY2024interim goal 70%)

Pending STAAR Results

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







Strategy 1 Details	Reviews			
<p>Strategy 1: K-5th Grade Math teachers will implement guided math and inquiry-based strategies during mini-lessons, whole and small group instruction, and stations, to increase student learning of mathematical concepts.</p> <p>Strategy's Expected Result/Impact: Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment. WDM Protocol and increased meets and masters level - state assessment.</p> <p>Staff Responsible for Monitoring: Administration, ELST and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Kindergarten through 5th grade teachers will utilize software (i-Ready and Education Galaxy)and/or web-based programs to monitor student progress and differentiate instruction in math</p> <p>Strategy's Expected Result/Impact: Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administration, teachers and ELST</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Purchase of Mentoring Minds/ Curriculum Associates program - 6300 Supplies and Materials- Title I Funds - \$5,763, Pay For PD-Mentoring Minds/ Curriculum Associates - 199 - PIC 24 State Comp Ed Funds - \$4,500, Pay for Subs to cover Teachers during Mentoring Minds/ Curriculum Associates PD - 199 - PIC 24 State Comp Ed Funds - \$1,755</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 graduation rates and decreasing student management incidences.

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 18.8% in 2019 to 10% by 2024





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 implement SEL strategies and appropriate behavioral interventions for students based on Positive Behavior Interventions (CHAMPS) and Supports to address the disproportional exclusionary discipline placements of African American students.</p> <p>Strategy's Expected Result/Impact: Decrease in exclusionary disciplinary practices in African American</p> <p>Staff Responsible for Monitoring: Counselor, Administration and Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	 85%	 90%		
<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: Percent of parents demonstrating that "Our school supports and appreciates sharing of new ideas by parents at our schools" in the Bradfield Elementary School Family Engagement Survey will increase from 84% to 90%

Evaluation Data Sources: Volunteer hours sign in, Raptor sign inland virtual meetings attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administration will promote learning nights and enhance new learning ideas to increase parent support.</p> <p>Strategy's Expected Result/Impact: Provide with training and materials to help parents work with their children to improve student achievement will increase from 80% to 90% in the Elementary School Family Engagement Survey by the end of the school year 23-24.</p> <p>Staff Responsible for Monitoring: Counselor ,teachers and administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administration will promote parent engagement activities Such as (Learning Nights, Meeting with the Principals, counselors and teachers,School activities such as Holidays Around the World,Hispanic Heritage,Light Walk, Volunteer opportunities)</p> <p>Strategy's Expected Result/Impact: Increased parental engagement During Parent Family Engagement Night , \$ 2,216.00 will be use to pay our teachers for Holidays around the world.</p> <p>Staff Responsible for Monitoring: Administration,Teachers and Counselor</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: \$ 2,216.00 this is to pay our staff for Holidays Around the World Family Night - 6100 Payroll-Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: On a monthly base ,school will encourage parents to fill out the "We Want to Hear Your Suggestions Form". This will be done via school communication system.</p> <p>Strategy's Expected Result/Impact: Percent of parents demonstrating that "Our school supports and appreciates sharing of new ideas by parents at our schools" in the Bradfield Elementary School Family Engagement Survey will increase from 84% to 90%</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teachers and Office Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: School and teachers will plan field trips to provide firsthand experiences for students and parents, to stimulate interest and motivation in learning and, to add relevance to learning and interrelationships, between school and families...</p> <p>Strategy's Expected Result/Impact: to add relevance to learning and interrelationships, between school and families...</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>Title I: 2.5, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Crayola Experience, Dallas Zoo and Dallas Children Aquarium - 6200 Parent Involvement. Contracted Services/Reg - - \$4,000</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>				