

Garland Independent School District

Club Hill Elementary School

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Club Hill Elementary is to empower students through knowledge and critical thinking skills to reach their full potential in being responsible, respectful, and life long learners.

Vision

Making the Difference in the Future of Children

T.E.A.M.

***T**ogether **E**veryone **A**chieves **M**ore*

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Goal 1: Goal: 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: Goal: 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: Performance Objective: Percent of students in grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading will increase from 3rd 67% to 80%, 4th: 66.3 to 85%, & 5th: 64% to 75% in 2023 to 90% by 2025. (Data Source 2022 STAAR Spring results-all students)

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Reading small groups daily through the use of iReady Teacher Toolbox lessons, teacher guides, Zern, and other resources with an intentional focus on student needs identified by curriculum checkpoints and progress monitoring data.</p> <p>Strategy's Expected Result/Impact: Improved 23-24 STAAR Reading scores, and increased number of students meeting or exceeding the MAP Reading goals at EOY.</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>TEA Priorities: Build a foundation of reading and math, 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: Interventionists, teachers, and paraprofessionals will provide instructional support in small groups for students performing below grade level to build a foundation in reading and math.</p> <p>Strategy's Expected Result/Impact: Improved 23-24 STAAR Reading scores and increased the number of students scoring in the 61%ile HiAvg+ on EOY MAP in grades 3-5.</p> <p>Staff Responsible for Monitoring: Teachers, administration, Title-1 Teacher and intervention aide</p> <p>Title I: 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: Implement a bi-weekly system of Weekly Data Meetings (WDMs) that includes analyzing student work, identifying the learning gap, and planning/practicing the reteach.</p> <p>Strategy's Expected Result/Impact: Increased mastery of grade-level standards. Increased evidence of lesson alignment on walkthrough data.</p> <p>Staff Responsible for Monitoring: ELST, ILST, administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Goal: 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: The percentage of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicators on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 36.5% in 2022 to 76% by 2025. (SY23-24 interim goal = 65%) (Data Source 2022 TELPAS results-all students)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development to all content teachers on effective strategies to support EL students in listening, speaking, and writing.</p> <p>Strategy's Expected Result/Impact: Increased EL student achievement on 2023-2024 TELPAS.</p> <p>Staff Responsible for Monitoring: Instructional support teachers, administration</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>Funding Sources: - 199 - PIC 25 Bil./ESL State Allotment Funds - \$500, - 6300 Supplies and Materials- Title I Funds - \$550</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Based on parent surveys and input, students and parents will be provided with instructional resources and training to support their learning at home.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement. Increased student participation and engagement. Increased performance on TELPAS.</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities, English learners, and other diverse student groups. When students do not meet instructional targets, the LPAC and MTSS teams will meet to determine individualized resources and support student needs.</p> <p>Strategy's Expected Result/Impact: Increased achievement for diverse learners, including ELLs.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, and LPAC administrators</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
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Goal 1: Goal: 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: The percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science and Math will increase from 26% in 2022 to 80% by 2025. (SY23-24 interim goal = 55%)
(Data Source 2021-2022 STAAR Spring results-all students)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in PK-5 will implement science and math instruction with fidelity, ensuring all hands-on learning is accompanied by a formative assessment (based on the SE's taught in the lab) to connect the concrete to the abstract; with an intentional focus on AA, HISP, ECDIS subgroups, and their shared areas of opportunity as identified by Domain 3.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on 2023-2024 district assessments and STAAR.</p> <p>Staff Responsible for Monitoring: teachers, administrators, instructional support teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will have protected collaboration time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of struggling learners and learners needing acceleration. Walkthroughs, agendas, and coaching cycles will be utilized to ensure implementation.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on 2023-2024 district assessments and STAAR.</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement targeted small groups daily through teacher guides and other resources with an intentional focus on student needs identified by curriculum checkpoints. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Staff will have a deep understanding of goal setting and data trackers. Increase student growth and achievement as evidenced by student assessment data and data trackers.</p> <p>Staff Responsible for Monitoring: teacher, instructional support teachers, administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: Goal: 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 by the end of grade 5 on STAAR Math, will increase from 3rd: 26.6 to 54.5%, 4th: 28.8% to 56.7%, and 5th from 45.5% to 49.1% to 90% by 2025. (Data Source 2021- 2022 STAAR Spring results-all students)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff is engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers will develop a deeper understanding of best instructional practices and increase collective teacher efficacy. Instruction and instructional tasks will be aligned to the needs of students. Increase student achievement in all student groups.</p> <p>Staff Responsible for Monitoring: administrators, teachers, and instructional support teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will engage in instructional walkthroughs to promote a culture of collaboration around best instructional practices, delivery of curriculum, and structured small groups.</p> <p>Strategy's Expected Result/Impact: Promote collective teacher efficacy and a culture of continuous improvement of instructional design. Increased student achievement. Common elements of lesson design will be created and implemented.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Increase student growth and achievement as evidenced by individual student achievement data.</p> <p>Staff Responsible for Monitoring: teachers, administrators, and instructional support teachers</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>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$2,305</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement targeted Math small groups daily through teacher guides and other resources with an intentional focus on student needs identified by curriculum checkpoints. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.</p> <p>Strategy's Expected Result/Impact: Increase student growth and achievement as evidenced data trackers.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Goal: 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 not exceed the goal of 35% by 2025. (SY23-24 interim goal = 25%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff and students understand a system of rewards and consequences, including PBIS/CHAMPS, and consistently implement the system with fidelity. Students and their families are provided with support services (e.g., counseling, mentoring, external service referrals-CIS) that address their needs.</p> <p>Strategy's Expected Result/Impact: Decreased office referrals, ISS, and OSS.</p> <p>Reduced number of exclusionary consequences.</p> <p>Staff Responsible for Monitoring: teachers, PBIS ambassadors, administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$910</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from different populations. Teachers will also utilize supplemental aids and resources such as SEL curriculum, wobble chairs and cushions, and other sensory materials to address behavior and support academic focus.</p> <p>Strategy's Expected Result/Impact: Reduction in negative behavior reports in Review 360.</p> <p>Reduction in repeated behaviors.</p> <p>Decreased in classroom instruction interruptions.</p> <p>Staff Responsible for Monitoring: teachers, counselor, administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$175</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize AVID planners and binders to increase student organizational skills and communication with parents. This will streamline dates, times, and communication expectations school-wide.</p> <p>Strategy's Expected Result/Impact: Student organizational skills will increase. School/home communication will increase. Negative student behavior will decrease.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p>Strategy's Expected Result/Impact: Decreased negative behavior, Increased student achievement. Positive home/school connections.</p> <p>Staff Responsible for Monitoring: Teachers, parents, administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Goal: 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: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading Academic Achievement from 39 (2019) to at least 44 (min target)

All Students: Mathematics Academic Achievement from 34 (2019) to at least 46 (min target)

All Students: Mathematics Growth from 62 (2019) to at least 71 (min target)

All Students: Student Success (D1 STAAR Component) from 39 (2019) to at least 47 (min target)

African American Students: Reading Academic Achievement from 18 (2019) to at least 32 (min target)

African American Students: Mathematics Academic Achievement from 18 (2019) to at least 31 (min target)

African American Students: Student Success (D1 STAAR Component) from 24 (2019) to at least 36 (min target)

Hispanic Students: Mathematics Academic Achievement from 36 (2019) to at least 40 (min target)

Hispanic Students: Mathematics Growth from 61 (2019) to at least 69 (min target)





Hispanic Students: Student Success (D1 STAAR Component) from 40 (2019) to at least 41 (min target)

ECDIS Students: Mathematics Academic Achievement from 32 (2019) to at least 36 (min target)

ECDIS Students: Mathematics Growth from 61 (2019) to at least 68 (min target)

ECDIS Students: Student Success (D1 STAAR Component) from 36 (2019) to at least 38 (min target)

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.</p> <p>Strategy's Expected Result/Impact: Increased mastery of TEKS by our special populations (AA, Hisp., ECDIS, ALL). Increased student attendance.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$2,600</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide tutoring and other additional instructional opportunities to provide timely assistance to at-risk students, with specific attention to students not previously successful on STAAR, African American students, Hispanic and ECDIS students.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate academic growth on formal assessments such as MAP, TELPAS, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, and Instructional support staff.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: 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: Increased parent participation. Increased school-home partnerships with diverse families and high needs groups.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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: Increased parent participation. Increased school-home partnerships with diverse families and high-needs groups.</p> <p>Staff Responsible for Monitoring: School Counselor, Administration, teachers</p>	Formative			Summative
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Goal 1: Goal: 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 7: STATE ACCOUNTABILITY (D Domain Rating): Due to a 2019 accountability rating of D in the following domain(s), STAAR student performance in the corresponding areas need to increase to meet the domain performance targets:

Student Achievement Domain performance will increase from an average STAAR performance level score of 34 (scale score of 59/NOT RATED) to at least an average STAAR performance level score of 41 (scale score of 70/C).

Closing Gaps Domain performance will increase from a weighted score of 69 (scale score of 75/C) to at least a weighted score of 83 (scale score of 80/B).

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will have opportunities to learn about school performance data, state academic standards, current levels of student achievement, and strategies for supporting student learning at home.</p> <p>Strategy's Expected Result/Impact: Increased family input and support for students' academic needs.</p> <p>Staff Responsible for Monitoring: Administrations</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: Improved relationship with all stakeholders and gather diverse input on Title -1 programs, the Campus Improvement Plan, and Team.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				