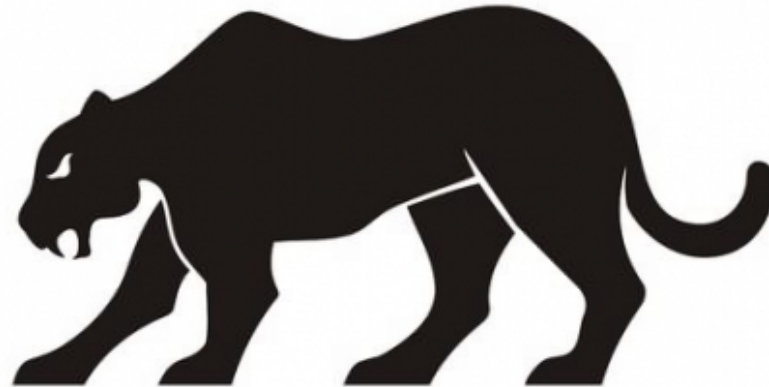


Garland Independent School District
Handley Elementary School
2023-2024 Goals/Performance Objectives/Strategies



Board Approval Date: October 24, 2023

Mission Statement

Our mission is to provide effective instruction, establish meaningful relationships, build a warm and welcoming environment, and motivate and support our students while maintaining high expectations.

Vision

We envision an environment where we guide students to socio-emotional and academic excellence.

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Goals

Goal 1: 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 39.7% in 2019 to 90% by 2025. (SY 2023 interim goal=69%%)

HB3 Goal

Evaluation Data Sources: 1: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend focused Professional Learning Committee meetings facilitated by the leadership team. During the meetings, teachers will unpack TEKS for the lesson and identify what students need to know and how they will show mastery. Teachers will practice and roll play parts of the lesson they feel may be a challenge to get feedback.</p> <p>Strategy's Expected Result/Impact: All students, with a particular emphasis on African American and All Student populations, in grades K-5 will increase reading progress by at least one year EOY Reading MAP.</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Coach, and Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will progress monitor students that are underperforming in reading using mclass. The data will drive Tier 1 small group instruction in reading.</p> <p>Strategy's Expected Result/Impact: All students, with particular emphasis on African American student performance, in grades K-5 will increase a minimum of 1 reading performance level on mClass.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will work with students in small group instruction to reteach, reinforce, and/or provide enrichment for reading skills. Student's progress will be monitored and tracked for progress.</p> <p>Strategy's Expected Result/Impact: All students, with particular emphasis on African American student performance, in grades K-5 will meet their individual growth goal on the EOY MAP assessment.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teacher will attend professional development focused on planning effective Tier 1 instruction, best instructional reading strategies, and tracking student data.</p> <p>Strategy's Expected Result/Impact: Teachers are prepared to teach high quality lessons using research based strategies, and track student progress.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 85% or more parents will attend parent conference to informed of student goals and progress.</p> <p>Strategy's Expected Result/Impact: Build a partnership with school, parent, and student to help ensure students are successful.</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will receive a day to plan the upcoming module for during each grading cycle with the instructional coach.</p> <p>Strategy's Expected Result/Impact: Lessons that are aligned to the rigor of standards that are engaging.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will use vocabulary and phonics toolkits during small group instruction to fill in literacy learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will strengthen their decoding and vocabulary skills to help improve reading comprehension.</p> <p>Staff Responsible for Monitoring: Teachers and Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Vocabulary and Phonics - 6300 Supplies and Materials- Title I Funds - \$1,682.90</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			



No Progress



Accomplished



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Discontinue

Goal 1: 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 29.2% in 2019 to 76% by 2025. (SY 2023 interim goal=44.3%)





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend professional development on sheltered instruction strategies.</p> <p>Strategy's Expected Result/Impact: ELL students will maintain or increase at least 1 progress indicator on the TELPAS composite rating.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide support to ELL students through the use of ELL strategies and intense focus on academic vocabulary. Student progress will be monitored and tracked in preparation for increased proficiency levels (minimum 1 level) as documented by TELPAS.</p> <p>Strategy's Expected Result/Impact: ELL students will maintain or grow at least one progress indicator on their TELPAS composite rating. This will increase performance in Domain 3 of the STAAR accountability rating scale.</p> <p>Staff Responsible for Monitoring: Campus administrators, teachers, ELL instructional aide, instructional coaches.</p> <p>Title I: 2.4, 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>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: 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 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 39.5% in 2019 to 80% by 2025. (SY 2023 interim goal=40%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will assess student work and data to reteach lesson for low performing TEKS with a particular focus on increasing student understanding of vocabulary and systems.</p> <p>Strategy's Expected Result/Impact: A minimum of 40% of 5th grade students will perform at the Meets Level on the STAAR Science assessment.</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize the science lab and materials to perform experiments and observations to help students make science connections.</p> <p>Strategy's Expected Result/Impact: A minimum of 40% of 5th grade students will perform at the Meets Level on the STAAR Science assessment.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: 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 by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 54.9% in 2019 to 90% by 2025. (SY 2022 interim goal=62%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will assess students daily using "Demonstration to Learning" and use formal/informal data to create lessons to reteach low performing TEKS during the spiral review time, paying special attention to the performance of SPED and African American student groups performance.</p> <p>Strategy's Expected Result/Impact: A minimum of 62% of 5th grade students will perform at the Meets Level Performance on Math STAAR.</p> <p>Staff Responsible for Monitoring: Campus administration, instructional coaches, teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive ongoing math professional development on instructional planning, research based math strategies and implement learning with consistency.</p> <p>Strategy's Expected Result/Impact: At least 56.8% of 5th grade students will perform at the Meets Level Performance on Math STAAR.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All students will utilize ST Math to increase math fluency, paying special attention to the SPED and African American student group. I</p> <p>Strategy's Expected Result/Impact: At least 62% of 5th grade students will perform at the Meets Level Performance on Math STAAR.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches, teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students, with a special emphasis on Tier 2 and Tier 3, will receive pull-out small group instruction to bridge and close math learning gaps.</p> <p>Strategy's Expected Result/Impact: The targeted instruction will help students close math learning gaps.</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Coach, Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will receive a day to plan the upcoming module for during each grading cycle with the instructional coach.</p> <p>Strategy's Expected Result/Impact: Lessons that are aligned to the rigor of standards that are engaging.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.4, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will use a variety of classroom materials to enhance instructional strategies and create an enriching learning environment for their students.</p> <p>Strategy's Expected Result/Impact: Increased engagement, better understanding of concepts through hands-on experiences, and a more dynamic and interactive learning environment.</p> <p>Staff Responsible for Monitoring: Teacher and Coach</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$2,363.42</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
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Goal 1: 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 44.1% in 2019 to 35% by 2025. (SY 2022 interim goal=16.0%)

Evaluation Data Sources: Review 360 Incident Summary Report - total number of exclusionary consequences out of total number of consequences.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will continue implementing restorative practices and positive behavior supports daily with consistency, with the continued goal of establishing and maintaining effective relationships with students which will lead to improved student behavior.</p> <p>Strategy's Expected Result/Impact: Overall discipline incidents will decrease by 20%.</p> <p>Staff Responsible for Monitoring: Campus administrators, all staff.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The guidance counselor will provide monthly tips on mindfulness techniques for students to use to help self-regulate.</p> <p>Strategy's Expected Result/Impact: A minimum of 20% decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Counselor, Teacher, Admin</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will implement PBIS (Positive Behavior Interventions and Support) framework to student daily discipline outcomes.</p> <p>Strategy's Expected Result/Impact: A minimum of 20% decrease in student office referrals.</p> <p>Staff Responsible for Monitoring: PBIS Committee, Teachers, Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</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>				

Goal 1: 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: The percent of parent involvement will be a minimum of 80% participants at family engagement events for each grade level.

Evaluation Data Sources: Classroom sign-in sheets will be used to track attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parents with academic materials to help promote learning at home. Strategy's Expected Result/Impact: Students and parents will gain knowledge of grade level academic skills. Staff Responsible for Monitoring: Teacher</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parents with academic materials that help promote learning at home. Strategy's Expected Result/Impact: Students and parents will gain knowledge grade level academic skills. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, and Teachers</p> <p>Title I: 4.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$1,502.91</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				