

Garland Independent School District
Handley STEM Elementary
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Handley STEM needs assessments is based on student, campus and parent data. Basic needs consist of:

- Target focus for African American Sub-population
- Classroom supplies for all students
- Data driven planning and small group instruction
- Opportunities for parent classes

Demographics

Demographics Summary

Ida Handley STEM Elementary School is a Title I Choice of School focusing on integrating STEM (Science, Technology, Engineering, and Math) across all grade levels, from kindergarten to fifth grade. The school is located at 3725 Broadway Boulevard in the south sector of Garland, serving a student population of approximately 570.

Student Demographics

Handley STEM serves a diverse student body with the following breakdown:

- 70% Hispanic
- 20% African American
- 3% White
- 1% Asian

Additionally, 87% of the students are economically disadvantaged, qualifying for free or reduced-price lunch, reflecting the school's Title I status. The school also has a mobility rate of 21%.

Programs offered at Handley STEM cater to a variety of student needs:

- Special Education (SPED) Services
- Spanish Dual Language Program
- Gifted and Talented (GT) Instruction: Teachers at Handley STEM are trained to provide instruction tailored to the needs of students identified as gifted and talented, offering enriched learning opportunities.

Staff Demographics and Experience

The staff at Handley STEM is composed of a diverse team with a broad range of educational experiences.

- The teacher-to-student ratio is 22:1 from kindergarten through fourth grade and 28:1 in fifth grade.

Demographics Strengths

Ida Handley STEM Elementary is committed to fostering a supportive, structured, and positive school environment.

- **Consistent Campus-Wide Procedures:** The school has established clear, consistent procedures and expectations for common areas, arrival, dismissal, and transitions, which are essential for maintaining order and structure in a school with diverse student needs. These routines help all students, particularly those from economically disadvantaged

backgrounds, feel secure and supported throughout the day.

- **Positive Behavioral Interventions and Supports (PBIS):** Handley STEM employs the PBIS framework to build a positive school culture that encourages respectful behavior and creates a safe, nurturing environment for learning.
- **Focus on Social and Emotional Learning (SEL):** At Handley STEM, equal emphasis is placed on students' social and emotional development as on their academic achievement. The school has two dedicated guidance counselors who provides regular character education and guidance lessons.
- **Award-Winning SEL Program:** Handley STEM has been recognized for the past three years with the **GOLD SEL Award** for excellence in social and emotional learning, showcasing the school's commitment to developing well-rounded students who are equipped to handle life's challenges inside and outside the school setting.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students struggle with linguistic and language skills that impede their academic progress across all subjects. **Root Cause:** Limited exposure to rich language environments and academic vocabulary, compounded by socioeconomic factors that restrict access to resources such as books, tutoring, and enriching experiences.

Problem Statement 2: Less than 30% of African American students are performing on grade level. **Root Cause:** Limited access to academic support and resources.

Student Learning

Student Learning Summary

At Ida Handley STEM Elementary, we believe that students thrive in a psychologically safe environment where they can collaborate and learn from one another, all while receiving high-quality Tier I instruction. Our focus on core content—reading, writing, math, and science—ensures that students receive rigorous and engaging instruction. We adopt a STEM learning approach that fosters critical thinking, problem-solving skills, collaboration, and creativity.

For our students in Kindergarten through 3rd grade are a part of the district's SAIL program (Sheltered Approach for Improved Literacy), designed to address the linguistic challenges faced by early childhood learners, particularly those from economically disadvantaged backgrounds. SAIL employs a tailored, content-based language instruction approach aimed at narrowing linguistic and academic gaps through interactive learning experiences, personalized support, and intentional parental involvement. With high expectations for all learners, the program empowers students with the academic language skills essential for success in reading and broader academic pursuits.

Assessments play a vital role in monitoring our students' individual growth at Handley STEM. We utilize a comprehensive range of assessments to evaluate student learning, track progress, and set goals. The MAP/NWEA assessment is administered at the beginning, middle, and end of the year to establish baselines, monitor progress, and ensure that students meet their growth targets. In addition, mClass Progress Monitoring is conducted between MAP assessments to track foundational literacy skills and inform targeted small group instruction. At the conclusion of each math Eureka module, students take an End of Module assessment to measure their mastery of the skills and concepts taught. Emergent Bilingual students are assessed through the TELPAS assessment to evaluate their English language proficiency and guide reclassification decisions.

Student Learning Strengths

Ida Handley STEM Elementary is characterized by several student learning strengths that foster academic success and personal growth. The engaging STEM curriculum promotes critical thinking, creativity, and problem-solving skills, preparing students for future opportunities. In a collaborative learning environment, students benefit from working together with their peers, which enhances their social skills and deepens their understanding of content. The school's commitment to high-quality Tier I instruction ensures that all students receive rigorous and meaningful learning experiences tailored to their needs. Additionally, the SAIL program provides targeted language instruction, empowering early childhood students, particularly those from economically disadvantaged backgrounds, to overcome linguistic challenges and achieve academic success. A comprehensive assessment approach, utilizing tools like MAP/NWEA and mClass Progress Monitoring, allows for data-driven decision-making and personalized instruction, enabling teachers to effectively meet individual student needs. The school prioritizes social and emotional learning, creating a positive environment that enhances students' focus and academic performance. Furthermore, dedicated staff and support systems, including guidance counselors, provide essential academic and emotional support, while opportunities for parental involvement in programs like SAIL strengthen the home-school connection. Targeted interventions and small group instruction address specific learning gaps, ensuring that all students can progress at their own pace. Collectively, these strengths contribute to a robust learning environment that supports student success at Handley STEM Elementary.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 41% of 1st grade students met math growth projection on the MAP/NWEA MOY Assessment; 29% of 1st grade students met reading growth projection on the MAP/NWEA assessment; 29% of 1st grade students met growth projection on the MAP/NWEA Spanish assessment **Root Cause:** Teachers implementing data driven and targeted small group instruction.

Problem Statement 2: 50% of students, particularly those from economically disadvantaged and minority backgrounds, are not meeting grade-level expectations in core subjects. **Root Cause:** Inconsistent implementation of high-quality instructional practices, insufficient targeted interventions

Problem Statement 3: Emergent bilingual students face challenges in language acquisition that negatively impact their academic performance across subjects. **Root Cause:**

Insufficient training for teachers in effective instructional strategies for emergent bilinguals.

Problem Statement 4: Students are not meeting their individual growth goals as measured by the MAP assessment **Root Cause:** Lack of data-driven instructional practices, insufficient differentiation in teaching methods, and inadequate monitoring of student progress that limits timely interventions.

Problem Statement 5: Students struggle with foundational linguistic and language skills, which hinders their overall academic performance. **Root Cause:** Limited access to tailored language instruction, inadequate exposure to academic vocabulary.

School Processes & Programs

School Processes & Programs Summary

At Ida Handley STEM Elementary, we implement the Amplify and Eureka curricula for reading and math instruction, both of which align with TEA standards for high-quality instructional materials (HQIM). Our teachers participate in ongoing professional development throughout the year, enhancing their instructional practices. Additionally, they attend weekly professional learning community (PLC) meetings facilitated by campus Instructional Coaches. During these PLCs, teachers employ a backward planning approach to prepare for upcoming units, and they engage in data meetings to conduct strategic data analysis that identifies student gaps, misconceptions, and learning trends.

The leadership team at Handley STEM comprises the Principal, two Assistant Principals, two Instructional Coaches, and two counselors. The Core Team includes this leadership group alongside grade-level team leaders. Our hiring process involves posting job descriptions on the district website, vetting resumes and credentials, and conducting thorough interviews. New hires undergo a comprehensive district and campus onboarding process to familiarize them with expectations.

Communication with parents and the community is prioritized through various channels. The principal sends out weekly call-outs to highlight important information for the upcoming week, while monthly newsletters provide details on activities and announcements. Teachers utilize Classroom Dojo for timely communication with parents, and Handley STEM leverages social media to keep families informed. Flyers, messages, and pictures are consistently shared to engage the school community and showcase school events.

School Processes & Programs Strengths

At Ida Handley STEM Elementary, we prioritize students' psychological safety, recognizing that they learn best in an environment where they feel secure, collaborate with peers, and engage in targeted, meaningful lessons. Our Social and Emotional Learning (SEL) program is continuously improving, as evidenced by our welcoming morning routines—students are greeted at the door with a smile, and each day begins with a positive affirmation and class check-in, concluding with an optimistic closure. Counselors present mindfulness techniques biweekly to help students manage anxiety and emotional distress. As a certified PBIS campus, we emphasize fostering a positive school culture and implementing restorative practices that support students' social and emotional well-being.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 92.3% (12 incidents) of discipline behaviors occurred in kindergarten. **Root Cause:** Lack of parenting classes provided by the SEL team.

Perceptions

Perceptions Strengths

94% of families report teachers encourage my child to do their best.

90% of families report teacher provide my child with help on classroom work and assignments.

96% of families report teachers and administrators are knowledgeable about how to teach children and the content area subject matter.

96% of families report school administrators are visible and accessible at our campus on a regular basis.

97% of families report they receive information in a language they can understand.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are not knowledgeable of the STEM approach and how it impacts student future success. **Root Cause:** Lack of opportunities for parents to learn the benefits of STEM.

Priority Problem Statements

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: Students in grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 22% to 40% in 3rd grade, 38% to 55% in 4th grade, 36% to 55% in 5th grade. The previous data is combination of Handley and Centerville's data.


Strategy 1 Details	Reviews			
<p>Strategy 1: The campus focus is quality Tier 1 Instruction. Teachers will receive monthly training from the Instructional Support Teachers on effective research based strategies to implement during Tier 1 instruction. In addition to training, the ISTs will provide modeling, coaching, and feedback to teachers in regards to the monthly focus. Collaborative walks conducted by the ILT will gauge effectiveness.</p> <p>Strategy's Expected Result/Impact: Teachers will gain knowledge on effective teaching strategies to improve and strengthen their Tier I instruction. Students will receive grade level and quality instruction.</p> <p>Staff Responsible for Monitoring: Instructional Support Teachers, Classroom Teachers, 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 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in an A/B PLC rotation that focuses on lesson lesson internalization for the up coming week, an in-depth understanding of the TEKS at the mastery level, identify strategies for lesson delivery, anticipate possible misconceptions, and work the Demonstration of Learning (DOL) for week A. Week B will consist of analyzing student data, and teacher next steps, including small group and reteach practices.</p> <p>Strategy's Expected Result/Impact: In addition to teacher internalization, this practice will provide a cycle of deeper internalization and preparation, and using student data to determine effectiveness. Teachers would have thought about their class and different student ability and made plans to fit their needs. Students will receive quality, well thought-out instruction.</p> <p>Staff Responsible for Monitoring: Instructional Support, Classroom Teachers, and Administrators</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


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: Students in grades 3-5 demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Math will increase from 23% to 44% in 3rd grade, 35% to 44% in 4th grade, and 32% to 46% in 5th grade. Previous student data is a combination of Handley STEM Elementary and Centerville Elementary.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus focus is quality Tier 1 Instruction. Teachers will receive monthly training from the Instructional Support Teachers on effective research based strategies to implement during Tier 1 instruction. In addition to training, the ISTs will provide modeling, coaching, and feedback to teachers in regards to the monthly focus. Collaborative walks conducted by the ILT will gauge effectiveness.</p> <p>Strategy's Expected Result/Impact: Teachers will gain knowledge on effective teaching strategies to improve and strengthen their Tier I instruction. Students will receive grade level and quality instruction.</p> <p>Staff Responsible for Monitoring: Instructional Support Teachers, Classroom Teachers, and Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in an A/B PLC rotation that will focus on: the lesson for the up coming week, an in-depth understanding of the TEKS at the mastery level, identify strategies for lesson delivery, anticipate possible misconceptions, and work the Demonstration of Learning (DOL) for week A. Week B will consist of analyzing student data and teacher next steps.</p> <p>Strategy's Expected Result/Impact: Teachers will gain knowledge on effective teaching strategies to improve and strengthen their Tier I instruction. Students will receive grade level and quality instruction.</p> <p>Staff Responsible for Monitoring: Instructional Support Teachers, Classroom Teachers, and Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</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 3: Percent of students in grade 5th demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 8% to 50%. The previous school data is a combination of Handley STEM and Centerville Elementary.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in a bi-weekly science planning session with the Instructional Support Teachers to unpack and plan Science units and lessons, unpack new science standards, identify science vocabulary, analyze student work and assessment data to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the science units and lesson and deliver strong and effective instruction.</p> <p>Staff Responsible for Monitoring: Instructional Support Teachers, Classroom Teachers, Administrators</p> <p>Title I: 2.4, 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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<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 4: Percent of ELL students demonstrating English language acquisition, as measured by students progressing "at least one proficiency level" on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 40% to 55%.

Strategy 1 Details	Reviews			
<p>Strategy 1: K-2nd grade Teachers will participate in a monthly professional development that will focus on one sheltered instruction approach monthly. Teachers will receive modeling, coaching, and feedback on each approach. The sheltered approach will be embedded in teachers customized framework.</p> <p>Strategy's Expected Result/Impact: Teachers will be equipped with sheltered instructions strategies to readily use in their lesson delivery that will give students opportunity to use academic language skills to help improve reading and language skills.</p> <p>Staff Responsible for Monitoring: Sheltered Instruction IDF, Reading Instructional Support Teacher, Classroom Teachers, Administrators</p> <p>Title I: 2.4, 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

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The campus focus is quality Tier 1 Instruction. Teachers will receive monthly training from the Instructional Support Teachers on effective research based strategies to implement during Tier 1 instruction. In addition to training, the ISTs will provide modeling, coaching, and feedback to teachers in regards to the monthly focus. Collaborative walks conducted by the ILT will gauge effectiveness.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024