

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

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Goals 3

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# 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:** Office referrals resulting in ISS or OSS will decrease by 25% from 2022-2023 to 2023-2024 school year.

**HB3 Goal**

**Evaluation Data Sources:** Branching Minds and Review Review 360





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher and staff will be trained on restorative practices and positive behavior support, with the continued goal of establishing and maintain effective relationships with students which will lead to improved student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall discipline incidents will decrease by 20%</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Dean of Student, Counselor, and Administrator</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Explicit school-wide behavioral expectations and culture routines</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Physical Education Coach will use STEM athletic equipment and curriculum to create hands-on interactive lessons that integrate STEM and promote team building among students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will advance their knowledge on critical thinking, collaboration, and communication in addition to promoting positive behavior, teamwork, and overall well-being among students</p> <p><b>Staff Responsible for Monitoring:</b> PE Coach and Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> School Specialty - \$1,084.79 &amp; STEM Sports - \$6,691.17 - 6300 Supplies and Materials- Title I Funds - \$7,775.96</p>	Formative			Summative
	Nov	Feb	Apr	June
	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>				

**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:** 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><b>Strategy 1:</b> 80% of parents will participate in an in-person parent/teacher conference during fall and spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher and parent partnership and parents are familiar with student goals and progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Administrator</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide parents with academic materials to help promote learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and students will gain knowledge of grade level academic skills.</p> <p><b>Staff Responsible for Monitoring:</b> Parents</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 6300 Parent Involvement. Supplies T1 - \$750.47</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 3:** 60% of Kindergarten -2nd students will perform at the 41st percentile on MAP Reading.

**Evaluation Data Sources:** MAP BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ongoing professional development will be provided for teachers on effective teaching strategies to increase student learning and engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet the targeted percentile in MAP Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Build teacher capacity through observation and feedback cycles.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use phonemic awareness phonics toolkits during small group instruction to fill in literacy learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will strengthen their phonics skills to help improve reading comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Phonemic Awareness Phonics Toolkit - 6300 Supplies and Materials- Title I Funds - \$2,209.87</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will use level decodables to strengthen students ability to decode single and multisyllabic words</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their knowledge and practice decoding more complex words as they become stronger readers.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	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>				

**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:** 60% of Kindergarten - 2nd grade student will perform at the 41st percentile on MAP Math.

**Evaluation Data Sources:** MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily use of high-quality instructional materials</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily use of high-quality instructional materials</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development for effective classroom instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development for effective classroom instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will use classroom supplies and manipulatives to create engaging lessons and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use supplies to create engaging learning opportunity for students.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Coach</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			



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:** 37% of K-2nd grade Emergent Bilingual students will perform at the 41st percentile on EOY MAP.

**Evaluation Data Sources:** MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development for effective classroom instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the materials, including the use of student diagnostic and progress monitoring data.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily use of high-quality instructional materials</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
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