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

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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		Rev	iews	
Strategy 1: Teacher and staff will be trained on restorative practices and positive behavior support, with the continued goal		Summative		
of establishing and maintain effective relationships with students which will lead to improved student behavior.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Overall discipline incidents will decrease by 20%				
Staff Responsible for Monitoring: Teacher, Dean of Student, Counselor, and Administrator				
Title I:				
2.5				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 3: Positive School Culture				
Strategy 2 Details	Reviews			
Strategy 2: Campus leaders establish and ensure all staff and students understand a system of incentives and consequences		Formative		Summative
and consistently implement the system with fidelity.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Explicit school-wide behavioral expectations and culture routines	1107	100	2xpr	June
Staff Responsible for Monitoring: PBIS Team				
Title I:				
2.6				
- TEA Priorities:				
Improve low-performing schools				
Level 3. Fusitive School Culture				
- ESF Levers: Lever 3: Positive School Culture				

Strategy 3 Details		Rev	riews	
trategy 3: Physical Education Coach will use STEM athletic equipment and curriculum to create hands-on interactive		Formative		Summative
lessons that integrate STEM and promote team building among students.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Student will advance their knowledge on critical thinking, collaboration, and communication in addition to promoting positive behavior, teamwork, and overall well-being among students	N/A			
Staff Responsible for Monitoring: PE Coach and Teachers				
Title I: 2.6 Funding Sources: School Specialty - \$1,084.79 & STEM Sports - \$6,691.17 - 6300 Supplies and Materials- Title I Funds - \$7,775.96				
No Progress Continue/Modify	X Discor	ntinue		

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		Rev	iews		
Strategy 1: 80% of parents will participate in an in-person parent/teacher conference during fall and spring semester.	Formative			Summative	
Strategy's Expected Result/Impact: Teacher and parent partnership and parents are familiar with student goals and	Nov	Feb	Apr	June	
progress.			-		
Staff Responsible for Monitoring: Teacher and Administrator					
Title I:					
4.1, 4.2					
- TEA Priorities:					
Build a foundation of reading and math, Improve low-performing schools					
- ESF Levers:					
Lever 3: Positive School Culture					
Strategy 2 Details		Rev	iews		
Strategy 2: Provide parents with academic materials to help promote learning at home.		Formative Sum	Summative		
Strategy's Expected Result/Impact: Parents and students will gain knowledge of grade level academic skills.	Nov	Feb Apr	Nov Feb Apr		June
Staff Responsible for Monitoring: Parents	N/A		1		
Title I:					
2.6					
- TEA Priorities:					
Build a foundation of reading and math					
- ESF Levers: Lever 5: Effective Instruction					
Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$750.47					
No Progress Accomplished — Continue/Modify	X Discon	tinue	I	1	
110 110gless 100 inputsion Continue Would	2 15150011				

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

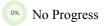
Strategy 3 Details		Rev	views	
Strategy 3: Teachers will use phonemic awareness phonics toolkits during small group instruction to fill in literacy learning	Formative			Summative
gaps.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Students will strengthen their phonics skills to help improve reading comprehension.	N/A			
Staff Responsible for Monitoring: Teacher and Coach				
Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Phonemic Awareness Phonics Toolkit - 6300 Supplies and Materials- Title I Funds - \$2,209.87				
Strategy 4 Details		Rev	views	•
Strategy 4: Teachers will use level decodables to strengthen students ability to decode single and multisyllabic words		Formative		
Strategy's Expected Result/Impact: Students will increase their knowledge and practice decoding more complex	Nov	Feb	Apr	June
words as they become stronger readers. Staff Responsible for Monitoring: Teacher	N/A			
Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				
No Progress Accomplished — Continue/Modify	X Discor	ntinue	1	1

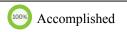
Performance Objective 4: 60% of Kindergarten - 2nd grade student will perform at the 41st percentile on MAP Math.

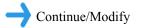
Evaluation Data Sources: MAP BOY, MOY, EOY

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

Strategy 3 Details	Reviews			
Strategy 3: Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains		Formative		
content specific pedagogical practices. Strategy's Expected Result/Impact: Professional development for effective classroom instruction Staff Responsible for Monitoring: Campus Leadership Team	Nov	Feb	Apr	June
Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				
Strategy 4 Details		Rev	views	
Strategy 4: Campus calendar indicates dedicated time for training and ongoing job embedded professional development on		Formative		
content specific teaching practices.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Professional development for effective classroom instruction Staff Responsible for Monitoring: Campus Instructional Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				
Strategy 5 Details		Res	views	
Strategy 5: Teachers will use classroom supplies and manipulatives to create engaging lessons and activities.		Formative Sum		
Strategy's Expected Result/Impact: Teachers will use supplies to create engaging learning opportunity for students.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Teacher and Coach	N/A			1 1111
Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				









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		Rev	iews	
Strategy 1: Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who		Formative		Summative
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.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Professional development for effective classroom instruction				
Staff Responsible for Monitoring: Campus Leadership Team				
Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				
Strategy 2 Details		Rev	iews	•
Strategy 2: Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the materials,		Formative		Summative
including the use of student diagnostic and progress monitoring data.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Daily use of high-quality instructional materials				
Staff Responsible for Monitoring: Campus Leadership Team				
Title I:				
2.4, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments				
No Progress Accomplished Continue/Modify	X Discon	tinue		
No Progress Accomplished Continue/Modify	Discon	tinue		