

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

Mission Statement

Heather Glen Elementary School will inspire a culture of high expectations, foster relationships, and commit to empower students towards innovative thinking and learning.

Vision

Heather Glen scholars will change the world as confident moral leaders through hard work, perseverance, and compassion for others.

Value Statement

We believe every student can learn.

We know every student deserves our best.

We value and celebrate all cultures.

We respect all students, families, staff and communities.

We demonstrate ethical behavior.

Table of Contents

Goals 4

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. 4

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: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 23% in 2023 to 90% by 2025. (SY23-24 interim goal = 66.7%) (Data sources 2023 STAAR preliminary data)

Evaluation Data Sources: STAAR 2023 preliminary data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades K-5 will implement reading small groups daily through the use of iready teacher toolbox lessons, mclass lessons, and skill-based lesson, and other resources with an intentional focus on students' needs identified by curriculum checkpoints and progress monitoring data. Teachers in grades K- 5 will also implement high leverage personalized learning stations daily with an intentional focus on students' needs identified by curriculum checkpoints and progress monitoring data. (MAP/mclass/iready reading diagnostic and anecdotal records on which to base instructional decisions with attention to the performance of all student groups' performance relative to the Closing the Gaps Domain targets).</p> <p>Strategy's Expected Result/Impact: Continuous improvement in fluency and comprehension for each student as evidenced by expected growth on reading MAP data and meeting grade level standards on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Early Literacy Support Teacher Curriculum Support Teacher Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted Support and Improvement Reading: Campus training on how to effectively monitor and adjust small group instruction along with the high leverage personalized learning stations through collaborative PLCs (professional learning community).</p> <p>Strategy's Expected Result/Impact: Developing skill in analyzing data to create targeted reading small groups and personalized learning stations as evidenced by improved reading levels, meeting/exceeding expected growth on MAP, and meeting grade level standards on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Early Literacy Support Teacher Curriculum Support Teacher</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: Teachers will develop a reading instructional planning calendar to focus the learning for each day and measure mastery using formative assessments with attention to the performance of all student groups relative to the Closing the Gaps Domain targets. Teachers will be provided time and coaching during their professional learning community to complete the IPC's (instructional planning calendar) in a timely manner to be ready to deliver solid reading targeted instruction.</p> <p>Strategy's Expected Result/Impact: Student work and formative assessment results will be analyzed in PLCs to determine reteaching methods based on student needs. This will increase performance at meets grade level standard on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Early Literacy Support Teacher Curriculum Support Teacher Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will systematically implement targeted reading interventions through weekly data meetings to develop reteach lessons and also using Leveled Literacy Intervention Kits and STAAR-aligned materials.</p> <p>Strategy's Expected Result/Impact: Small group, targeted interventions as documented in the MTSS Binder will result in expected growth on MAP and meeting grade level standards on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Interventionist Intervention Staff Intermediate Support Teacher Early Literacy Support Teacher Special Ed Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$3,662.50</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will utilize goal-setting with students to track progress toward their personal growth goal (Domain 2 of accountability system).</p> <p>Strategy's Expected Result/Impact: Our goal is for 100% of our students to meet their growth goal in grades 4-5. This practice will also impact Student Achievement in Domain 1.</p> <p>Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Early Literacy Support Teacher Classroom Teachers (monitoring classroom goal trackers, campus goal trackers, student growth goal trackers)</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Saturday School and Extended Day learning opportunities will be provided for students to receive additional instruction in the area of reading.</p> <p>Strategy's Expected Result/Impact: Students performance on CBA's and MAP assessments will improve</p> <p>Staff Responsible for Monitoring: Administrators Teachers Early Literacy Support Teacher Intermediate Support Teacher Curriculum Support Teacher</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$1,542</p>	Formative			Summative
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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 EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 44% in 2023 to 76% by 2025.
(SY 23-24 interim goal = 55.8%)

Evaluation Data Sources: EOY preliminary TELPAS scores

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will receive training and coaching on appropriate sheltered instructional strategies for consistently providing comprehensible input with attention to the performance of EB student group performance relative to the Closing the Gaps Domain targets.</p> <p>Strategy's Expected Result/Impact: Sheltered Instruction Strategies will be used consistently in all classes to support language development as evidenced by lesson plans, walkthroughs, and improved performance of EBs in these content areas.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Early Literacy Support Teacher Intermediate Support Teacher Curriculum Support Teacher</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in grades K-5 will implement small groups and high leverage personalized learning stations daily with focus on sheltered instructional strategies and Summit K-12 for EB students. During the instructional LPAC meetings for EB teachers will collaborate with all team members on Ellevation interventions for EB students.</p> <p>Strategy's Expected Result/Impact: Increase in scores for students on Summit K-12 and TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Ellevation Champion Intermediate Support Teacher Curriculum Support Teacher</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$3,906</p>	Formative			Summative
	Nov	Feb	Apr	June



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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 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 0% in 2023 to 80% by 2025. (SY 23-24 interim goal = 38.0%)

Evaluation Data Sources: STAAR 2023 preliminary data





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades 2nd-5 will implement science small groups daily through the use of hands-on learning/experimentation, MAP learning continuum, and curriculum-based assessments, and other resources with an intentional focus on students' needs identified by curriculum checkpoints and MAP data. Teachers will utilize and implement science common assessments used for goal setting and monitoring learning progress.</p> <p>Strategy's Expected Result/Impact: Hands-on experiences will serve as foundation for science learning and will springboard science success at meets grade level standard on the STAAR science test. Science common assessment results will show improvement over time in all grade levels with improved implementation.</p> <p>Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Science Teachers Curriculum Support Teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$887</p>	Formative			Summative
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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 end of grade 3 on STAAR, will increase from 34% in 2023 to 90% by 2025. (SY 23-24 interim goal = 63.5%), grade 4 on STAAR, will increase from 45% in 2023 to 90% by 2025 (SY 23-24 interim goal = 48.8%), grade 5 on STAAR, will increase from 28% in 2023 to 90% by 2025 (SY 23-24 interim goal = 44.5%)

Evaluation Data Sources: STAAR 2023 preliminary data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades K-5 will implement math small groups daily through the use of iready teacher toolbox lessons, skill-based lesson, and other resources with an intentional focus on students' needs identified by curriculum checkpoints and progress monitoring data. Teachers in grades K- 5 will also implement high leverage personalized learning stations daily with an intentional focus on students' needs identified by curriculum checkpoints and progress monitoring data. (MAP/iready math diagnostic and anecdotal records on which to base instructional decisions with attention to the performance of all student groups' performance relative to the Closing the Gaps Domain targets).</p> <p>Strategy's Expected Result/Impact: Continuous improvement in problem solving for each student as evidenced by expected growth on math MAP data and meeting grade level standards on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Curriculum Support Teacher Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 199 - PIC 24 State Comp Ed Funds - \$988</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create and implement math Instructional Planning Calendars to focus student learning and monitor daily progress, specifically focusing on DOL data to inform targeted reteach plans during weekly data meetings.</p> <p>Strategy's Expected Result/Impact: Collection of daily formative data and student work samples around the focused SE for the day will result in increased performance in math as measured by MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Curriculum Support Teacher Intermediate Support Teacher Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$929</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Saturday School and Extended Day learning opportunities will be provided for students to receive additional instruction in the area of mathematics</p> <p>Strategy's Expected Result/Impact: Students performance on CBA's and MAP assessments will improve.</p> <p>Staff Responsible for Monitoring: Administrators Curriculum Support Teacher Intermediate Support Teacher Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will monitor all student group performances relative to the Closing the Gaps Domain targets. Teachers will be allowed to work on the creation of these calendars during non-duty hours to complete them in a timely manner to be ready to deliver solid reading targeted instruction.</p> <p>Strategy's Expected Result/Impact: Teachers creating reteach calendars will result in increased performance in Math as measured by MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Curriculum Support Teacher Intermediate Support Teacher Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
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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 be at 35% by 2025.
(SY 23-24 interim goal = 28.8%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a school-wide disciplinary incentive system, including rewards for excellent behavior, and celebration of progress and character. Build relationships among our classroom and campus families through morning meetings, good things, and use of strong interpersonal strategies and social contracts (Capturing Kids Hearts strategies) to increase positive student behaviors.</p> <p>Strategy's Expected Result/Impact: Increase in positive student behaviors and decrease in number of classroom incidents. Roadrunner Pride Rallies will be held every nine weeks to celebrate student behavior.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Behavior Committee Members Counselor</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will develop strong cultures and routines through the implementation of Roadrunner Pride Camp (first two weeks) and campus procedures and routines consistently taught throughout the year with an additional focus on our African American male population. We will foster strong relationships and bonds with African American male population through a mentorship program that focuses on understanding and educating the African American male.</p> <p>Strategy's Expected Result/Impact: Strong cultures and routines modeled thoroughly will decrease number of incidents which require exclusionary consequences throughout the year. Referrals, ISS, and OSS will decrease with African American males.</p> <p>Staff Responsible for Monitoring: Administrators Teachers School Counselor Assigned Mentors</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
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Performance Objective 6: We will increase the engagement of parents (from less than 00% to greater than 50%) in meaningful ways, by sponsoring educational events.





Evaluation Data Sources: Sign in sheets from events and parent evaluation forms submitted by parents

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing Parent and Family Engagement opportunities to include training, student materials, print resources, and events to increase participation and create awareness of the connection between home and school through events such as Literacy Night, Math/Science Night, STAAR Nights and different cultural events. Utilize the school electronic newsletter and campus website along with Wednesday Folders to send home the Parental Involvement Policy, School Compact, and event flyers periodically throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased family engagement and resources to parents will result in increases as measured by MAP, TELPAS, and STAAR, as evidenced by participation logs/sign-in sheets at Family Nights. It will also increase number of participants completing EOY school survey.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Early Literacy Support Teacher Intermediate Support Teacher Staff Members</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$2,000, - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$200, - 6300 Parent Involvement. Supplies T1 - \$1,400</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will develop a transition program for our incoming PreK families (Ready Roadrunners) to prepare them for their first time in a school environment.</p> <p>Strategy's Expected Result/Impact: We will develop a transition program to prepare our incoming PK students (Ready Roadrunners) and educate the families about their new environment in elementary school.</p> <p>Staff Responsible for Monitoring: PreK Teachers HG Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - \$200, - 6300 Parent Involvement. Supplies T1 - \$615</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will develop a transition program for our outgoing 5th graders (Becoming Bisons) to prepare them for their new environment in middle school.</p> <p>Strategy's Expected Result/Impact: WE will develop a transition program for our outgoing 5th graders and their parents to educate them about the new environment they will be in for middle school.</p> <p>Staff Responsible for Monitoring: 5th Grade Teachers HG Admin O'Banion Middle School 6th Grade Teachers O'Banion Middle School Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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 7: By June 2024, the turnover rate at Heather Glen Elementary will be reduced by 10% .

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize best hiring practices, campus risk factor knowledge, and quality interview/selection processes in a timely manner to secure teachers and staff that meet all student needs.</p> <p>Strategy's Expected Result/Impact: Our goal is to retain 100% of our staff from year to year. This practice will also impact Student Achievement in Domain 1.</p> <p>Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Early Literacy Support Teacher Curriculum Support Teacher</p> <p>ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
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