

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

# Mission Statement

We, as Texans, will recognize our worth and excel in our learning through positivity, trust, and encouragement

## Vision

The Toler staff looks forward to providing a positive, nurturing environment in which children can reach their full potential and be equipped for their future. Encouragement to build responsible behavior, respect for others, and a positive self-esteem will be incorporated throughout the year. The Toler staff will provide the highest quality instruction and maintain accountability for results and continuous improvement.

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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 equity in student management. 4



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# Goals



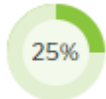

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.




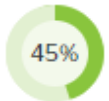
**Performance Objective 1:** Percent of students demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading for Grades 3, 4 and 5, will increase from 39%, 34%, and 42% to 90% by 2025. (SY2023 goal = 67% in 3rd; 61% in 4th and 69% in 5th)

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers, instructional coaches and administrators will participate in content planning sessions to prepare for upcoming units of instruction. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher background knowledge with ELAR TEKS</p> <p>Aligned lesson delivery and assessments</p> <p>Increase in level of rigor</p> <p>Increased levels of student mastery of content</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Teachers; Instructional Support Teacher; Early Literacy Support Teacher</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> Substitutes for Planning - 6300 Supplies and Materials- Title I Funds - \$3,200</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use Lead4Ward's Frequency Distribution chart to determine priority TEKS that require increased teacher background knowledge, additional assessments, or increased learning time. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance on CBAs , MAP and STAAR</p> <p>Targeted planning for priority TEKS</p> <p>Increased learning time</p> <p>Improved teacher background knowledge</p> <p>Intentional assessment and feedback that increases student learning outcomes</p> <p>Meeting the targets set in the Closing the Gaps Domain</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Intermediate Support Teacher; Early Literacy Support Teacher; Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will engage in data meetings to analyze student work, engage in action planning, and learn how to teach content. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance on CBAs, MAP and STAAR</p> <p>Improved alignment between LO, DOLs and instructional activities</p> <p>DOLs will increasingly meet the success criteria for mastery of the TEK</p> <p>Targeted feedback that improves student learning outcomes as demonstrated on the DOLs</p> <p>Improved alignment between student data and instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Support Teacher; Early Literacy Support Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will implement AVID strategies (focused note-taking, collaborative structures, interactive notebooks, higher-level thinking, reading-to-learn and organizational materials) to promote learning and increase learning time. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance on classroom assessments, CBAs, MAP and STAAR</p> <p>Increase in the quality of questioning, classroom discussion and note-taking</p> <p>Increased opportunities for critical thinking, analysis and synthesis of text</p> <p>Increased learning time and opportunities for students to collaborate around meaningful work</p> <p><b>Staff Responsible for Monitoring:</b> AVID Site Team; Teachers</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> AVID Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To meet basic individual student classroom material needs for our highly mobile/at-risk students, State Compensatory Education, Title One, Special Education, and bilingual funds will be used to purchase supplies and manipulatives to enhance learning (ex: binders, pencils, whiteboards, etc.) that will fill the material gaps for identified at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve differentiated instruction.</p> <p>Ongoing engagement with meaningful work around previously-learned TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Support Teacher; Early Literacy Support Teacher; Teachers</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> i-Ready Instruction - 6300 Supplies and Materials- Title I Funds - \$6,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Interventionist, classroom teachers, and tutors will provide small group instruction and tutorials to review and/or reteach low-performing TEKS to close achievement gaps identified through formative and summative assessments throughout the year. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student learning outcomes for students across the Tiers</p> <p>Increase in MAP scores from BOY to EOY</p> <p>Downward movement for students at Tier II and Tier III</p> <p>Targeted interventions to address specific student needs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionist, Teachers</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> Tutor Substitute Days - 6100 Payroll- Title I Funds - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will plan enrichment opportunities for students based on data from MAP, M-Class, local and state assessments. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in "meets standards" percentages for all grades</p> <p>Increase in "masters standards" percentages for all grades</p> <p>Increase in the number of students making progress as reported in Domain III</p> <p>High-quality instruction during intervention and enrichment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Teachers; Instructional Support Teacher; Early Literacy Support Teacher</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> Math Manipulatives/Student Supplies - 6300 Supplies and Materials- Title I Funds - \$3,000</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 equity in student management.

**Performance Objective 2:** Percent of students demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science for Grade 5, will increase from 8% to 80% by 2025. (SY2023 goal = 40%)

**Evaluation Data Sources:** STAAR Data



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will engage students in science concepts through real-life application, investigation, text, media, and manipulatives. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for academic discourse around meaningful learning</p> <p>Increased opportunities for students to engage in critical thinking around science content</p> <p>Increased engagement with science content</p> <p>Increased scientific literacy</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will teach academic vocabulary explicitly, and assist students in applying the vocabulary to discover scenarios and make connections while engaged in text and media. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scientific background knowledge</p> <p>Increased opportunities for students to engage in critical thinking around science content</p> <p>Increased engagement with science content</p> <p>Increased scientific literacy</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will include formats (traditional assessment items, written responses, annotated diagrams, graphic organizers, etc) that allow students to develop explanations based on data, text evidence, and other supporting resources. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scientific background knowledge</p> <p>Increased opportunities for students to engage in critical thinking and around science content</p> <p>Increased engagement with science content</p> <p>Increased scientific literacy</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</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:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

**Performance Objective 3:** Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR in grades 3, 4 and 5, will increase from 32%, 35%, and 35% to 90% by 2025. (SY2023 goal = 51% in 3rd; 59% in 4th; and 63% in 5th)

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers, IST, and administrators will participate in content planning sessions to prepare for upcoming units of instruction. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher background knowledge</p> <p>Aligned lesson delivery and assessments</p> <p>Increase in level of rigor</p> <p>Increased levels of student mastery of content</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Intermediate Support Teacher.</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> Substitutes for Planning - 6100 Payroll- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use Lead4Ward's Frequency Distribution chart to determine priority TEKS that require increased teacher background knowledge, additional assessments, or increased learning time. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance on CBAs , MAP and STAAR</p> <p>Targeted planning for priority TEKS</p> <p>Increased learning time</p> <p>Improved teacher background knowledge</p> <p>Intentional assessment and feedback that increases student learning outcomes</p> <p>Meeting the targets set in the Closing the Gaps Domain</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Intermediate Support Teacher, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will engage in weekly data meetings to analyze student work, engage in action planning, and to learn how to teach content. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance on CBAs, MAP and STAAR</p> <p>Improved alignment between LO, DOLs and instructional activities</p> <p>DOLs will increasingly meet the success criteria for mastery of the TEK</p> <p>Targeted feedback that improves student learning outcomes as demonstrated on the DOLs</p> <p>Improved alignment between student data and instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Intermediate Support Teacher, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Interventionist and classroom teachers will provide small group instruction and tutorials to review and/or reteach low-performing TEKS to close achievement gaps identified through formative and summative assessments throughout the year. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student learning outcomes for students across the Tiers</p> <p>Increase in MAP scores from BOY to EOY</p> <p>Downward movement for students at Tier II and Tier III</p> <p>Targeted interventions to address specific student needs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionist and Teachers</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> Math Manipulatives - 6300 Supplies and Materials- Title I Funds - \$4,700</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will plan enrichment opportunities for students based on data from MAP, local and state assessments. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in "meets standards" percentages for all grades</p> <p>Increase in "masters standards" percentages for all grades</p> <p>Increase in the number of students making progress as reported in Domain III</p> <p>High-quality instruction during intervention and enrichment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Intermediate Support Teacher, Teachers</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
				
 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 equity in student management.

**Performance Objective 4:** 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 51% to 76% by 2025. (SY2023 goal = 56%)





**Evaluation Data Sources:** TELPAS Data







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize i-Ready Learning weekly with ELL students and provide targeted language acquisition instruction daily.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students will maintain or increase at least 1 progress indicator on the TELPAS composite rating.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</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> 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 (min. 1 level) as documented by 2024 TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students will maintain or grow at least one progress indicator on their TELPAS composite rating. This will increase performance in Domain 3 or the STAAR accountability rating scale.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, coaches, teachers, and ELL instructional aide.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<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 equity in student management.

**Performance Objective 5:** Percentage of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease (22-23 performance - 33%) to 35% by 2025. (SY2023 goal = 25%)

**Evaluation Data Sources:** Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers, staff, and parents will implement 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><b>Strategy's Expected Result/Impact:</b> Overall discipline incidents will decrease by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and all staff.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 6300 Parent Involvement. Supplies T1 - \$2,015</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> Teacher will receive monthly pd/tips on the use of effective instructional and behavioral strategies and instructional strategies for diverse learners to address disproportionality in discipline referrals and suspensions.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease referral rates for African American students by 20% during the SY2023 and increase academic learning and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselor, and teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</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> PBIS Team will review behavioral data and develop common procedures and expectations for the campus and all staff members will be trained. Campus expectations and procedures will be clearly posted around campus to ensure pertinent information is communicated to all stakeholders on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved behavior in common areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, and paras.</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - 6300 Parent Involvement. Supplies T1 - \$900</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 2:** 80% or more parents will attend parent conferences (via F2F or virtually) for the fall and spring semesters and other related campus events for each grade level.

**Performance Objective 1:** Each grade level will conduct parent conferences with 80% or more of their parents. At least 80% of parents will also attend and participate in related activities (or through virtual media) that occur on campus during the 2023-24 SY.

**Evaluation Data Sources:** Sign-in sheets for all events. Surveys will also be provided to parents to collect additional data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive updated training on how to effectively conduct positive parent conferences that will inform parents on student strengths and areas of improvement in the areas of academic, behavior, behavior, and social-emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Survey results will reveal an increase in parental perceptions of the benefit of attending parent conferences and campus events.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators and teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will offer 2-4 family engagement nights to build parent capacity in reading/math and help our 5th graders transition to middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will support student learning at home with the strategies and activities provided on the family engagement nights.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators and teachers.</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> - 6100 Payroll- Title I Funds - \$5,000</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>				