

Garland Independent School District
Liberty Grove Elementary School
2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

Our Liberty Grove School Family inspires and encourages one another to achieve personal and academic excellence.

Vision

Liberty Grove is a school community where all children feel loved, respected, and encouraged to develop to their fullest potential.

Table of Contents

Goals 4

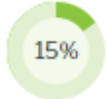

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences. 4







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 grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 50% in 2023 to 60% in 2024.

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: The intervention specialist will conduct personalized small group instruction for specific learning targets and support individual student needs in Tier 2 and Tier 3 in math and reading.</p> <p>Strategy's Expected Result/Impact: Increase in MAP & STAAR data</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will facilitate Parent and Family Engagement Nights in order to engage in a read-aloud, small group reading comprehension instructional strategies, math problem solving and early numeral literacy.</p> <p>Strategy's Expected Result/Impact: Increase in MAP & STAAR data</p> <p>Staff Responsible for Monitoring: Teachers, admin., ELST, IST</p> <p>Funding Sources: Instructional supplies for parent materials to take home - 6300 Parent Involvement. Supplies T1 - \$2,451</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize strategic timing and planning for small group instruction in order to fill gaps with small group instruction and personalized learning strategies for math and reading.</p> <p>Strategy's Expected Result/Impact: Increase in MAP, STAAR, mClass,</p> <p>Staff Responsible for Monitoring: Admin., ELST, IST, classroom teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 3</p> <p>Funding Sources: Subs for classroom support - 6100 Payroll- Title I Funds - \$10,224, Subs for classroom Support - 199 - PIC 24 State Comp Ed Funds - \$5,466, Materials & Supplies - 6300 Supplies and Materials- Title I Funds - \$3,857</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will effectively plan for reading, math, and science instruction in whole group and small groups to meet campus and district goals.</p> <p>Strategy's Expected Result/Impact: Increase MAP and STAAR growth and percentages</p> <p>Staff Responsible for Monitoring: Admin, ELST, IST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional Software - Flocabulary - Nearpod - 6300 Supplies and Materials- Title I Funds - \$3,590, Lead4Ward STAAR Review Conference - 6200 Contracted Services/Registration- Title I Fun - \$2,550</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Our economically disadvantaged students are consistently not making projected growth targets in both Math and Reading. Root Cause: Lack of differentiation in math and reading instruction and a lack of utilizing the learning continuum during instruction</p>

Student Learning

Problem Statement 2: K, 1st, 2nd, 3rd, 5th did not meet their expected growth targets from BOY to MOY in Math. **Root Cause:** Lack of differentiation in math and reading instruction and a lack of utilizing the learning continuum during instruction

Problem Statement 3: K, 1st, 3rd, and 5th did not meet their expected growth targets from BOY to MOY in Reading. **Root Cause:** Lack of differentiation in math and reading instruction and a lack of utilizing the learning continuum during instruction

School Processes & Programs



Problem Statement 2: Our 2nd graders did not reach their projected growth in reading on MAP. **Root Cause:** Lack of personalized learning instruction using mClass and MAP data.






Problem Statement 3: Our ELL students are consistently not making projected growth targets in both Math and Reading. **Root Cause:** Lack of sheltered instruction and differentiation in math and reading instruction and a lack of utilizing the learning continuum during instruction.

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 EL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase to 76% by 2025.

Evaluation Data Sources: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to EL's proficiency levels), and systematic (scaffolding instruction to meet progress) in developing English language skills.</p> <p>Strategy's Expected Result/Impact: Result/Impact Increase in MAP scores, increase in STAAR scores, increase in TELPAS scores, see Sheltered Instructional strategies in the lesson plans and classroom instruction</p> <p>Staff Responsible for Monitoring: Admin., ELST, IST</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Supplies and materials for bilingual and ESL classrooms - 199 - PIC 25 Bil../ESL State Allotment Funds - \$1,717</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: EB students in need of intervention will receive personalized small group instruction to build background knowledge, vocabulary, and comprehension.</p> <p>Strategy's Expected Result/Impact: MAP scores, Mclass scores, STAAR scores, TELPAS scores</p> <p>Staff Responsible for Monitoring: Admin, ELST, IST, Interventionist, classroom teacher, EB para</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide students with targeted language acquisition instruction to ensure EL students demonstrate one year's growth in their language development while incorporating FlipGrid into instruction weekly and practicing for TELPAS using headsets with microphones.</p> <p>Strategy's Expected Result/Impact: TELPAS, STAAR Reading, STAAR Math</p> <p>Staff Responsible for Monitoring: Admin, ELST, Interventionist, classroom teacher, EB Para</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 3</p> <p>Funding Sources: Headphones with microphones - 6300 Supplies and Materials- Title I Funds - \$2,854.40</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Our economically disadvantaged students are consistently not making projected growth targets in both Math and Reading. Root Cause: Lack of differentiation in math and reading instruction and a lack of utilizing the learning continuum during instruction</p>
<p>Problem Statement 3: K, 1st, 3rd, and 5th did not meet their expected growth targets from BOY to MOY in Reading. Root Cause: Lack of differentiation in math and reading instruction and a lack of utilizing the learning continuum during instruction</p>
School Processes & Programs
<p>Problem Statement 3: Our ELL students are consistently not making projected growth targets in both Math and Reading. Root Cause: Lack of sheltered instruction and differentiation in math and reading instruction and a lack of utilizing the learning continuum during instruction.</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: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 22% in 2023 to 50% by 2024.


Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will teach academic vocabulary in context through visuals, and application that includes discussion, writing, and illustrating.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR and MAP scores</p> <p>Staff Responsible for Monitoring: Admin., IST</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: IXL Science for school - 6300 Supplies and Materials- Title I Funds - \$1,800</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 4: The percentage of grades 3, 4, and 5 students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math will increase from 42% in 2023 to 55% in 2024.

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will empower students to track their learning progress by first setting goals and then charting progress on specific data-driven skills.</p> <p>Strategy's Expected Result/Impact: Teachers will empower students to track their learning progress by first setting goals and then charting progress on specific skills, MAP scores, etc.</p> <p>Staff Responsible for Monitoring: Increase in STAAR and MAP scores</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use pictorial, concrete, and abstract mathematical instructional strategies (including manipulatives and hands-on activities) during whole group, small group, stations, tutoring, and independent instruction.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR and MAP scores</p> <p>Staff Responsible for Monitoring: Administrators, ELST, IST</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Mathmark Elementary Bundle - Lead4ward - 6300 Supplies and Materials- Title I Funds - \$850</p>	Formative			Summative
	Nov	Feb	Apr	June






Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will facilitate Parent and Family Nights in order to engage in a read-aloud, small group reading comprehension instructional strategies, math problem solving and early numeral literacy.</p> <p>Strategy's Expected Result/Impact: Improve MAP & STAAR scores</p> <p>Staff Responsible for Monitoring: Admin, ELST, IST, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</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 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 decrease from 12% in 2022 to 10% in 2023 to reach 5% by 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use school wide Positive Behavior Intervention Strategies with a focus on using frequent, purposeful, and positive feedback.</p> <p>Strategy's Expected Result/Impact: A decrease in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Administrators & counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement a cool-down spot in their classrooms as well as a school-wide reset room option for an area to descelate.</p> <p>Strategy's Expected Result/Impact: A decrease in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Admin, counselor, other support staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Materials and supplies for PBIS - 199 - PIC 23 SPED State Allotment Funds - \$2,148</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. (To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.)</p> <p>Strategy's Expected Result/Impact: Build a stronger relationship with parents and give clear expectations to students in order to decrease discipline referrals.</p> <p>Staff Responsible for Monitoring: Admin, counselor, teachers.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost. (Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences).</p> <p>Strategy's Expected Result/Impact: Build a stronger relationship with parents and clear expectations for students in order to decrease discipline referrals.</p> <p>Staff Responsible for Monitoring: Admin, counselor, teachers.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness</p> <p>Strategy's Expected Result/Impact: Build a stronger relationship with parents and provide a clear expectation for students in order to decrease discipline referrals.</p> <p>Staff Responsible for Monitoring: Admin, counselor, teachers.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p>Strategy's Expected Result/Impact: Build a stronger relationship with parents and provide a clear expectation for students in order to decrease discipline referrals.</p> <p>Staff Responsible for Monitoring: Admin, counselor, teachers.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Students in all grade levels will participate in organizational strategies, including AVID and small group instruction, to scaffold meeting expectations in academics in all core subjects.</p> <p>Strategy's Expected Result/Impact: Provide clear expectations and strategic plans for students to increase instructional time in classrooms and meet student achievement goals and decrease student behavior.</p> <p>Staff Responsible for Monitoring: Admin, counselor, teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Materials & Supplies - 6300 Supplies and Materials- Title I Funds - \$313.60</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Perceptions
<p>Problem Statement 1: Considering all open-ended responses in the Liberty Grove Family Engagement Survey, most parents stated that they did not have any issues with communication from the school/teachers, however, there were a few responses stating parents would like to be made aware of their students progress both behaviorally and academically on a more frequent basis. Root Cause: Staff members involved not organized to prepare in a more timely fashion.</p>