Garland Independent School District

Lister Elementary School

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

We provide continuous growth through high-quality teaching & learning to empower our community of learners to thrive.

Title Plan presentation was conducted during the Annual Title Parent Meetings on 09/07/2023 and 09/15/2023.

Vision

We improve academic and socio-emotional outcomes for all students.

Value Statement

Our school values having a positive attitude and a willing spirit.

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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: Percent of students in grades 3-5 demonstrating on grade level literacy skills as measured by STAAR performance will increase (based on STAAR 2023) from 70% to 75% for Approaches, 37% to 50% for Meets, 17% to 25% for Masters performance in 2024.

HB3 Goal

Evaluation Data Sources: Grades 3-5 STAAR Reading
Grades 3-5 Measure of Academic Progress (MAP)
Grades 3-5 Curriculum Based Assessments (CBAs)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in weekly PLCs (professional learning communities) with admin and coaches to disaggregate MAP, (Measures of Academic Progress), CBA (curriculum based assessments), and daily demonstration of learning (DoL) data to provide immediate feedback, and then whole or small group reteach instruction (with a special emphasis on target areas such as performance of Black and Hispanic students).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased percentage of students will meet their growth measure on MAP reading, and an increased percentage of students will perform at the meets level for reading CBAs and STAAR. **Staff Responsible for Monitoring:** Teachers, Coaches & Admin **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** ESGI - 6300 Supplies and Materials- Title I Funds - $1,300, Additional Reading Resources - 6300 Supplies and Materials- Title I Funds - $1,700, Classroom Supplies for Teachers - 199 - PIC 24 State Comp Ed Funds - $5,925, Classroom Supplies for Teachers - 6300 Supplies and Materials- Title I Funds - $496	40%	60%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in three full day instructional planning days during the school year and participate in weekly planning meetings with their teams and coaches. Teachers will have time during the planning days to make activities for their classes using the poster maker and laminator.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in the percentage of students meeting growth measures for MAP and STAAR, and performance targets for STAAR. **Staff Responsible for Monitoring:** Teachers, Coaches, Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Cycle 1 Planning Days PreK-5 - 6100 Payroll- Title I Funds - $5,250	30%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Teachers in their first-third year of teaching or those in need of additional support will participate in at least one full day of classroom observations and an additional planning day.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement in the quality of Tier 1 instruction **Staff Responsible for Monitoring:** Admin & Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Classroom Observations & Planning Days - 6100 Payroll- Title I Funds - $1,500	50%	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. **Root Cause**: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.
Problem Statement 3: On average, 35-40% of students in each grade level were at Meets (target is 50% for math, reading and science). **Root Cause**: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

School Processes & Programs
Problem Statement 2: Students receiving special education services represent 23% of discipline incidents although they only represent 18% of student population.   **Root Cause**: Teachers and students need more effective strategies in increasing emotional regulation.

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 ELL 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% in 2023 to 60% in 2024.

    Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Newcomer students will receive specialized intervention at least 4 times per week in a small group setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Each student making one year's progress on TELPAS and increased language ability in academic settings.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Coaches, Admin, Emergent Bilingual Aide **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Resources for Emergent Bilinguals - 199 - PIC 25 Bil../ESL State Allotment Funds - $4,704	40%	100%	100%	100%

Strategy 2 Details	Reviews			
Strategy 2: Teachers, coaches, admin and the emergent bilingual aide will partner with district multilingual program staff to provide multiple practice and goal-setting opportunities for students participating in TELPAS.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: At least 60% of students taking TELPAS will meet their annual progress target **Staff Responsible for Monitoring:** Teachers, Coaches, Admin, Emergent Bilingual Aide **Title I:** 2.4, 2.5, 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, Lever 5: Effective Instruction - **Targeted Support Strategy**	5%	70%		

0% No Progress	100% 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 3: Percent of students in grade 5 demonstrating scientific understanding as measured by STAAR performance will increase (based on Spring 2023) from 38% to 55% for Approaches, 16% to 50% for Meets, 5% to 20% for Masters performance in Spring 2024.

    Evaluation Data Sources: 5th Grade STAAR Science

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in hands-on lab experiences weekly and use STAAR formatted questions to support students as they move from concrete to abstract concepts in 3rd through 5th grade Science.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in meets grade level performance on Science STAAR.
    Staff Responsible for Monitoring: Teachers, Coaches, and Admin
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2, 3
    Funding Sources: IReady Science for 5th Grade - 6300 Supplies and Materials- Title I Funds - $900
		35%	60%		

Strategy 2 Details		Reviews			
Strategy 2: 5th grade student		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
		N/A	35%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. **Root Cause**: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

Student Learning
Problem Statement 2: On average, 15-20% of students in each grade level were at Masters (target is 20% for science and 25% for math and reading).   **Root Cause**: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts. **Problem Statement 3**: On average, 35-40% of students in each grade level were at Meets (target is 50% for math, reading and science).   **Root Cause**: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

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 in grades demonstrating 3-5 mathematical proficiency as measured by STAAR performance will increase (based on Spring 2023) from 67% to 75% for Approaches, 36% to 50% for Meets, 15% to 25% for Masters performance in Spring 2024.

    Evaluation Data Sources: Grades 3-5 Math STAAR
Grades 3-5 Measures of Academic Progress (MAP)
Grades 3-5 Curriculum Based Assessments (CBAs)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in weekly PLCs with admin and coaches to disaggregate MAP, CBA, and weekly demonstration of learning (DoL) data to create and implement small group, targeted reteach instruction (with a special emphasis on target areas such as performance of Asian and Hispanic students).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased percentage of students will meet their growth measure on MAP math, and an increased percentage of students will perform at the meets level for math STAAR.
    Staff Responsible for Monitoring: Teachers, Coaches & Admin
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
    Problem Statements: Student Learning 1, 2, 3
	50%	60%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in three instructional planning days during the school year and participate in weekly planning meetings with their teams and coaches. Teachers will have time during the planning days to make activities for their classes using the poster maker and laminator.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in the effectiveness of Tier 1 instruction **Staff Responsible for Monitoring:** Teachers, Coaches & Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Laminator and Poster Maker Supplies - 6300 Supplies and Materials- Title I Funds - $8,200, Additional Resources - 199 - PIC 23 SPED State Allotment Funds - $1,748	40%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Teachers in their first-third year of teaching or those in need of additional support will participate in at least one a full day of classroom observations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in the quality of Tier 1 instruction. **Staff Responsible for Monitoring:** Coaches & Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Classroom Observations - 6100 Payroll- Title I Funds - $1,500	50%	100%	100%	

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. **Root Cause**: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

Student Learning
Problem Statement 2: On average, 15-20% of students in each grade level were at Masters (target is 20% for science and 25% for math and reading).   **Root Cause**: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.
Problem Statement 3: On average, 35-40% of students in each grade level were at Meets (target is 50% for math, reading and science).   **Root Cause**: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

School Processes & Programs
Problem Statement 2: Students receiving special education services represent 23% of discipline incidents although they only represent 18% of student population.   **Root Cause**: Teachers and students need more effective strategies in increasing emotional regulation.

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 being implemented 17% from of the time to being implemented 12% or less of the time.

   Evaluation Data Sources: Exclusionary discipline data

Strategy 1 Details		Reviews			
Strategy 1: We will implement year 2 of the Positive Behavior & Intervention Supports (PBIS) systems and processes including CHAMPS strategies in each classroom and monthly student management trainings.		**Formative**			**Summative**
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decrease in the amount of discipline incidents and exclusionary consequences **Staff Responsible for Monitoring:** PBIS Team, Admin, Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2, 3, 4 **Funding Sources:** PBIS Resources - 6300 Supplies and Materials- Title I Funds - $2,500, Push-In CHAMPS Support Teacher - 6100 Payroll- Title I Funds - $13,150		45%	65%		

Strategy 2 Details		Reviews			
Strategy 2: The counselor will work with teachers to help guide students in setting weekly social & emotional learning goals each week.		**Formative**			**Summative**
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in student's ability to regulate their emotions **Staff Responsible for Monitoring:** Counselor, Admin, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** SEL Resources - 6300 Supplies and Materials- Title I Funds - $2,500		40%	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Nearly 40% of discipline incidents were for disorderly conduct.   **Root Cause**: Students do not have proper strategies for emotional coping.
Problem Statement 2: Students receiving special education services represent 23% of discipline incidents although they only represent 18% of student population.   **Root Cause**: Teachers and students need more effective strategies in increasing emotional regulation.
Problem Statement 3: 87% of discipline incidents are reported for male students although they are only 53% of the student population.   **Root Cause**: Teachers and students need more effective strategies in increasing emotional regulation.
Problem Statement 4: Data shows 40% of incidents were reported were for students of African American decent, which is a total of 19% of the school population   **Root Cause**: Teachers need more support in following campus behavior strategies and maintaining cultural awareness and responsiveness.

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 6: By May 2023, at least 70% of parents will participate in at least one parent engagement event.

    Evaluation Data Sources: Sign-in sheets from parent events

Strategy 1 Details	Reviews			
Strategy 1: Parents will be offered volunteer opportunities at least monthly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental involvement on campus	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor, Admin **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	35%	50%		

Strategy 2 Details	Reviews			
Strategy 2: The counselor and school administration will work with families to create and implement a school and family engagement policy and school & parent compact to be made available in English, Spanish & Vietnamese.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Continued, consistent and meaningful involvement of parents in their students' education.
     Staff Responsible for Monitoring: Admin & Counselor
 	
 TEA Priorities:
 Recruit, support, retain teachers and principals
  - ESF Levers:
 Lever 3: Positive School Culture
 Problem Statements: Perceptions 2
	100%	100%	100%	100%

Strategy 3 Details	Reviews			
Strategy 3: The counselor and school administrators will implement strategies and processes to ensure successful transitions for pre-kindergarten & kindergarten (i.e. PreK & Kinder Round-Up) and 5th grade to 6th grade (i.e. EOY scheduling meetings with counselor).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Ensure that students are able to successfully transition **Staff Responsible for Monitoring:** Counselor & Admin **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	30%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Families will be provided with resources to support students' academic and social emotional learning at home.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased engagement in literacy; improved ability to socially interact and regulate emotions **Staff Responsible for Monitoring:** Admin, Coaches, Teachers, Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1, 2 **Funding Sources:** SEL Game for Families (117) - 6300 Parent Involvement. Supplies T1 - $2,250	30%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Nearly 40% of discipline incidents were for disorderly conduct.   **Root Cause**: Students do not have proper strategies for emotional coping.

Perceptions
Problem Statement 1: Only 80% of parents feel they are encouraged to be involved in school activities, and their ideas are accepted and used.   **Root Cause**: We need to provide more opportunities for parents to volunteer during the school day.
Problem Statement 2: Only 79% of parents feel the parent compact and parent involvement policy were explained to them.   **Root Cause**: These documents are discussed at the Annual Title 1 meeting and only a small percentage of parents attend this meeting.

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: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2023 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:
AA/ Black Students: Reading Academic Achievement from 39 (2023) to at least 45 (min target)
AA/ Black Students: Mathematics Academic Achievement from 29 (2023) to at least 33 (min target)
Hispanic Students: Reading Academic Achievement from 28 (2023) to at 39 (min target)
Hispanic Students: Mathematics Academic Achievement from 34 (2023) to at 44 (min target)

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: We will individually track progress of all student populations through TELPAS, CBAs, MAP and other formative assessments to create individual student reteach plans.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The Meets performance level for AA/Black and Hispanic students will meet or exceed the minimum target. **Staff Responsible for Monitoring:** Admin, Coaches & Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	35%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. **Root Cause**: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.