

Garland Independent School District
Luna Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Our mission is to nurture the whole child in the joyful pursuit of lifelong learning.

Vision

Our vision for the campus is to create an environment where students, parents, and staff work cooperatively to ensure each student receives the highest quality education possible. All students will receive an education with a high degree of rigor that will prepare them to be successful in life. The staff will create an environment where all students will enjoy the learning process and become life long learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Luna is a hybrid school that meets the needs of students in Montessori magnet and traditional classroom settings. To qualify for the Montessori magnet, students must meet or exceed the 50th percentile in a norm-referenced assessment in both math and reading for grades Pre-K 4-5th grade. EE (Pre-K 3) students are admitted based on a lottery process. Traditional strand students are admitted based upon the GISD choice of school process. The total enrollment of Luna Elementary is 528 students.

Luna's mission statement is, "We will nurture the whole child in the joyful pursuit of lifelong learning." Teachers have been trained in Montessori philosophy, as well as state and district standards.

The student behavior trends that we see at Luna are classroom disruption (16.7%), failure to follow rules (16%), physical confrontation (14.9%) and disrespectful behavior (14%). We had a total of 4 in-school suspensions but no out of school suspensions. Reviewing the data for behavior, classroom disruptions is our highest percentage so that affects our learners in the classroom environment.

The teachers reach out to the parent if a student misses more than one day of school. If a student has many absences, the data clerk will reach out by phone to speak with the parents. Administration will speak to the parents and set up a meeting when students are in danger of not meeting the 90% attendance rate. Students with excessive tardies are contacted by office staff.

Luna serves 533 students. The breakdown of the student population is:

Hispanic/Latino- 28.44 % with 157 students.

American Indian/Alaskan Native- .72% with 4 students.

Asian- 19.57% with 108 students

Black-African American- 14.31% with 79 students.

Native Hawaiian/Pacific Islander- .18% with 1 student

White-30.80% with 170 students

Two or More- 5.98% with 33 students.

Analyzing the data from the previous 3-5 years our student/race ethnicity has not changed too much at all. We have gone up in enrollment since last year but the percentage of race has stayed around the same.

Economically Disadvantaged - 37.5%

English Learner - 17.3%

Special education: 11.78%

Title 1 - 2.72%

Homeless: 0.18%

Gifted and Talented: 7.61%

At Risk: 30.58%

Generally, these percentages have remained fairly stable over time with minimal shifting.

Over a third of teaching staff have 11 to 15 years of experience. slightly under 20% have 1 to 5 years of experience, and 3.2% of teaching staff are beginning teachers. The majority of teachers at Luna are traditionally trained with a few that have gone through alternative certification. The staff at Luna represent many different ethnic groups, including Asian, African American Hispanic, and Caucasian. New hires for the 2024-2025 school year are continuing the campus trend of having diverse racial representation on campus. The majority of the teachers at Luna Elementary serve on one or more committees and dedicate time after hours for school related functions and duties. Over 70% of the teachers at Luna have attained or are in the process of attaining Montessori training.

Demographics Strengths

- We have added 1 traditional 4th grade class and will add a 5th in the Fall of 2024.
- The demographics have remained stable during this growth with regard to ethnicity percentages.
- Student behavior is limited allowing for more time on task engaged in learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Consistency across the learning environments of traditional and Montessori. We are a campus with two different approaches in pedagogy practices and it often can feel divided due to the differences. **Root Cause:** The Montessori philosophy is different than what a traditional classroom looks like. We would like to be able to share good teaching practices across all classrooms at Luna by determining the practices that would be successful in both environments.

Student Learning

Student Learning Summary

The following percent of students met or exceeded their growth on MAP assessments from Fall to Spring of 2024:

67% of Kindergarten students

59% of 1st grade students

63% of 2nd grade students

54% of 3rd grade students

60% of 4th grade students

38% of 5th grade students.

The following percent of students met or exceeded their growth projections on MAP assessments in Reading from Fall 2023 to Spring 2024.

66% of Kindergarten students

55% of 1st grade students

72% of 2nd grade students

48% of 3rd grade students

53% of 4th grade students

46% of 5th grade students.

The following percent of students met or exceeded their growth projections on MAP assessments in Science from Fall 2023 to Spring 2024.

69% of 2nd grade students

58% of 3rd grade students

58% of 4th grade students,

59% of 5th grade students.

Student Academic Achievement STAAR (Tested in 2023). All students in all accountability groups met their STAAR Domain Score Target in 2023, and our campus had 100% STAAR participation in 2022-23. Students at Luna Elementary earned 23 out of a possible 32 Academic Achievement points, 18 of 32 possible Growth Status points, 4 out of 4 ELP Status points and 12 of 16 possible Student Success points giving Luna a Closing the Gaps Score of 67.

The teachers at our campus address reteaches as needed with a small group lesson. The students that are at risk of failing will get a small group lesson to address gaps caused by absences and/or understanding. Teachers will meet with the at risk students at least 4 times a week in a small group setting.

Student Learning Strengths

- Consistency from year to year
- 5th grade Math Preliminary STAAR scores-89% Approaches, 62% Meets, and 24 % Masters
- 4th Grade Reading STAAR scores-94% Approaches, 74% Meets, and 35% Masters
- 5th Grade Reading STAAR scores- 62% Masters
- Met or Exceeded District Average for all STAAR Tests

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When compared to previous years, we noticed a small decrease in math percentages at meets or above. Although we are above state standards we are still striving to show growth and close any gaps. 3rd grade math was at 82 % approaches but only 51% meets. **Root Cause:** New curriculum spends more time on the conceptual piece verses the application and problem solving. It lacks a consistant spiral review component.

School Processes & Programs

School Processes & Programs Summary

Because we are a Montessori campus we have to have teachers that are Montessori certified. We usually recruit teachers that are going through or have been through the Montessori training at Shelton. Luna places students in a classroom based on students needs and what is best for that specific child.

Many of our teachers, traditional and Montessori, serve on different committees that help improve the school environment. Their roles for each committee are clear.

Our campus improvement team goes over data to develop a plan for our lowest learners and what we can do to improve scores. Teachers also develop plans based on MAP and M-Class data in PLC time. During that the teacher can talk with their team on how they track data informally as well.

The teachers incorporate flexible grouping to address the needs and challenges of students. The small group will consist of the standard that they are struggling with based on MAP and classroom performance.

In lower grades the students utilize seesaw. They will take pictures of their work and/or teachers will put assignments out on this app. The upper grades utilize seesaw and canvas so that they can work on independent work through Canvas. The upper teachers use Canvas so that when the students go to middle school they are prepared and know how to use it. The work in these technology based experiences help give teachers informal assessments on the standard they were trying to hit.

The Montessori teachers have a scope and sequence aligned with their Montessori lessons based on the TEKS. When planning teachers will look at the GISD scope and sequence and align their Montessori lessons and curriculum with our state standards. The traditional classes use the GISD scope and sequence and plan just like our Montessori teachers and start with the standards that need to be hit within the first nine weeks.

In lower grades the students utilize Seesaw. They will take pictures of their work and/or teachers will put assignments out on this app. The upper grades utilize Seesaw and canvas so that they can work on independent work through Canvas. The upper teachers use Canvas so that when the students go to middle school they are prepared and know how to use it. The work in these technology based experiences help give teachers informal assessments on the standard they were trying to hit.

In the early childhood setting all the way to 5th grade the students are familiar with Seesaw and how to use it. We introduce Canvas in 4th grade so that they will be familiar with technology that is used in the middle school setting. Our school-wide procedures for community areas such as the hallways, restroom, and classroom rules all are part of our daily routines at Luna. We use the same verbage for each area so that the students will always know the expectation of the classroom along with our community areas.

Looking at discipline data we do not have many kids coming out of classrooms much at all. Because we have school-wide expectations our students generally are handled by their classroom teacher if a problem arises.

School Processes & Programs Strengths

- Curriculum Correlations Montessori lessons/Grade Level TEKS
- PBIS Committee-Common Area Expectations and lessons
- PBIS Team creates a positive school climate and culture by implementing and training staff on common procedures and guidelines.
- Writing Committee Work- Rubrics, Assessments, Vertical Alignment, Common Vocabulary, and Portfolios
- Campus administration communicates and collaborates with stakeholders such as the PTA in implementing our campus mission vision and values

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Time does not allow for the Montessori and Traditional units to collaborate and create cohesive structures, assistance, and alignment **Root Cause:** District Staff development does not always align with the campus needs due to the unique design of the campus.

Perceptions

Perceptions Summary

Student Engagement

On examining the data, there is not a marked difference between racial or ethnic groups in regards to attendance. This has been consistently observed over the past several years.

There are no DAEP placements at Luna Elementary this school year. White students accounted for 32.5% of disciplinary incidents, Hispanic/Latino students comprised 24.6%, African American students made up 29.8%, Asian students made up 12.3%, and students identified as two or more races were .9%.

The majority of the students indicate that they have a positive teacher relationships, a sense of belonging, and feel engaged with instruction. In addition, the majority of students report that there is a positive environment at their school.

Staff Engagement

There is a significant turnover rate amongst the traditional teachers at Luna Elementary. It is believed that this is due to the fact that they are not working with a team and are solely responsible for all of their grade level planning, duties, and grade level responsibilities per district guidelines. Winter climate and culture surveying of Staff resulted in higher than district average positivity in areas of belonging, engagement, school climate, staff leadership relationships, and well-being. However, in all but one of these areas there was a decrease since the previous school year, most markedly in the area of belonging. Committee notes that there was a small percentage of responses amongst staff to this survey.

The administrative team at Luna Elementary supports teachers by ensuring that they all attain the professional development that they need according to their areas of instruction, skills, and perceived needs for growth. Grade level teams work well together to support each other and ensure success amongst their classes. Administration is making plans for the future to have increased continuity and consistency in resources and training regarding instructional practices for all teachers on campus. There are also plans to increase student self-regulation and decrease disciplinary incidents through presentations from the PBSI committee and collaborative think tanks among teachers to share ideas, practices, and methods that have proven successful.

Parent/Family/Guardian/Community Engagement

Parent family guardian and Community participation rates are measured through the Winter Family-School Relationship Survey that is sent out to them. Staff has noted that when volunteers are sought out, that volunteer slots fill quickly and there are often more parents seeking to volunteer than what is needed.

There are many opportunities for parents to volunteer. The trend noted by the campus is that often slots are filled quickly and other parents do not respond timely enough to claim a volunteer position. The inequity of availability to respond promptly is potentially a barrier to parent involvement in volunteer opportunities that can be considered for the future.

Parents and guardians learn about their child's learning standards through district mandated progress reports and parent-teacher conferences. In addition, teachers communicate about student learning through phone calls and emails. Primary grades have been active in presenting parent education nights to further inform parents about the learning at our campus. Future planning will include more parent education nights about learning expectations and transitions to future grade levels and changing expectations that may ensue.

The participation in the parent survey was low.

Perceptions Strengths

- PBIS Team-Common Area Expectations, Lesson Plans, and Training
- All staff are taught and reinforced behavioral expectations with a common language.
- Montessori practices for self-regulation, advocating for self, peace rug practices are utilized across all classes including specials
- Choice is utilized throughout the school to create buy in, develop self-motivation as well as taking responsibility for personal learning
- Work Plans allow for differentiation of academic work as well as differentiation of time and method
- Admin support with behavioral and professional needs
- Staff share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Disruptions/ behavior issues in specials occur with greater frequency in our students from our traditional classes than our Montessori classes. **Root Cause:** The Montessori classrooms spend more time in specific targeted instruction in self regulation. Choice, work plans and the classroom systems develop independent, steady workers who largely monitor their own behaviors. These components are not built into the traditional classrooms.

Problem Statement 2: Having a single strand of traditional classes, there is a separation of community amongst the Montessori and traditional teachers. It is difficult to find time for teachers to plan and collaborate across the school community with the differences in pedagogy and practice. **Root Cause:** With Reading Academy and new district curriculum for

traditional, it did not leave enough time to be able to collaborate throughout the school. Making time for specific collaborations amongst staff as a whole, for example, letting traditional teachers join in Montessori PLC's when necessary.

Priority Problem Statements

Problem Statement 1: When compared to previous years, we noticed a small decrease in math percentages at meets or above. Although we are above state standards we are still striving to show growth and close any gaps. 3rd grade math was at 82 % approaches but only 51% meets.

Root Cause 1: New curriculum spends more time on the conceptual piece verses the application and problem solving. It lacks a consistant spiral review component.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

Parent/Community Data





- Parent surveys and/or other feedback

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 68% in 2024 to 73% by 2025.





Evaluation Data Sources: STAAR Spring Administration Testing Data File (Accountability Subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the MAP Learning Continuum to identify strengths and weaknesses in order to address academic need and celebrate areas of growth.</p> <p>Strategy's Expected Result/Impact: Intervention lesson plans which address the needs revealed from MAP testing utilizing the learning continuum/ Increased results for all students on reading assessments (Small Group Lessons and Tutorials)</p> <p>Staff Responsible for Monitoring: Teachers 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 use benchmark reading assessments to determine both instructional and independent levels allowing for appropriate selection of reading materials as well as specifically target skills during small group instruction with special attention given to the Special Education population.</p> <p>Strategy's Expected Result/Impact: Instructional and independent student reading levels will be addressed in teacher small group instructional plans</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Funding Sources: Early Literacy Guided Reading Book Sets - 199 - PIC 24 State Comp Ed Funds - \$1,080, Guided Reading Book Sets - 199 - PIC 23 SPED State Allotment Funds - \$116</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 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 64% in 2023-24 to 70% in 2024-25.





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 effectively implement research based word study in classrooms with students of varying language backgrounds through the implementation of word study.</p> <p>Strategy's Expected Result/Impact: Evidence supported by classroom walkthrough data, student work plans/binder documentation, and teacher lesson plans</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Funding Sources: Training and materials for new teachers, materials for implementation with students - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,600</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide students targeted sheltered instruction to ensure ELL students demonstrate one year's growth in their language development.</p> <p>Strategy's Expected Result/Impact: Targeted strategies for ELL students as noted in teacher lesson plans /TELPAS results</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Funding Sources: Student Resources - 199 - PIC 25 Bil./ESL State Allotment Funds - \$500</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 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 33% in 2024 to 50% by 2025.





Evaluation Data Sources: STAAR Spring Administration Testing Data File (Accountability Subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will design mini-lessons and activities driven by data to re-teach low performing Science TEKS measured by unit assessments within a 3 week window following administration of a unit assessment. Specific attention will be given to 5th grade.</p> <p>Strategy's Expected Result/Impact: Documented activities in teacher lesson plans Unit Assessments</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Funding Sources: Materials for implementation of reteach lessons - 199 - PIC 24 State Comp Ed Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLC meetings will examine both summative and formative data to determine individual and group needs selecting best practices for intervention, tutorials, and small group instruction.</p> <p>Strategy's Expected Result/Impact: PLC Minutes Intervention Lesson Plans, Small Group Assignments, IEPs, Tutorial Schedule, and Student List</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Funding Sources: Resources to Implement IEP goals for Special Education Students - 199 - PIC 23 SPED State Allotment Funds - \$200, Vocabulary Resources/ Small Group Resources - 199 - PIC 25 Bil./ESL State Allotment Funds - \$193</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 graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR Math Assessment, will increase from 54% (as 4th graders) in 2024 to 65% by 2025.





Evaluation Data Sources: STAAR Spring Administration Testing Data File (Accountability Subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will disaggregate data from MAP and unit assessments with specific attention given to the economically disadvantaged population during PLCs to determine appropriate concepts to spiral into future lessons and activities.</p> <p>Strategy's Expected Result/Impact: PLC Meeting Minutes MAP Data Results: BOY/MOY/EOY Unit Assessment Results Lesson Plans- Spiraling of curriculum as evidenced over a grading cycle</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use the MAP Learning Continuum data for Math to imbed Tier 1 intervention support across content areas to support and accelerate learning for all students, but with specific focus on our special education students.</p> <p>Strategy's Expected Result/Impact: Intervention Lesson plans which address the needs revealed from MAP testing utilizing the learning continuum Increased results for all students on math assessments, IEP Goals will be embedded into instruction in coordination with special education personnel</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Funding Sources: Student Resources to implement IEP goals in the mainstream classroom - 199 - PIC 23 SPED State Allotment Funds - \$560</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 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 3.5% in 2023-24 to 2.0% in 2024-2025.

Evaluation Data Sources: Review 360 Incident Summary Report-total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will review discipline data and intervention strategies monthly to determine need and plan for appropriate positive behavioral interventions using strategies discussed in staff development to address bullying, building relationships, and working with students from different populations. PBIS strategies will be discussed and refined as needed.</p> <p>Strategy's Expected Result/Impact: Review360 Reports PLC Meeting Minutes PBIS Committee Meeting Minutes</p> <p>Staff Responsible for Monitoring: Teachers Administrators</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 2: Magnet Funding Justification

Performance Objective 1: Develop independence, self-regulation, and the ability to work for uninterrupted periods of time engaged within a rigorous constructivist model by creating a classroom environment that facilitates this independence.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be trained in routines and procedures for working independently while being assigned small group or individual lessons designed and chosen based upon formative assessments that support the discovery model of learning. Lessons will be differentiated based upon these formative assessments.</p> <p>Strategy's Expected Result/Impact: Formative Assessment Data Differentiated lesson plans which address the needs revealed from formative assessments</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Funding Sources: - 199 - Magnet Funds - \$25,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Luna will host parent education events to familiarize parents with the Montessori philosophy and how they may support it in the home.</p> <p>Strategy's Expected Result/Impact: Social Media Fliers Parent Exit Tickets Parent Feedback Parent Sign In Sheets</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Funding Sources: - 199 - Magnet Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Transition meetings will be held for parents during April and May in preparation for students entering school, moving up Montessori levels or transitioning to middle school.</p> <p>Strategy's Expected Result/Impact: Social Media Fliers Parent Exit Tickets Parent Feedback Parent Sign In Sheets</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Funding Sources: - 199 - Magnet Funds - \$500</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>				

State Compensatory

Budget for Luna Elementary School

Total SCE Funds: \$1,580.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Guided Reading Book Sets		\$116.00
1	3	2	Resources to Implement IEP goals for Special Education Students		\$200.00
1	4	2	Student Resources to implement IEP goals in the mainstream classroom		\$560.00
Sub-Total					\$876.00
Budgeted Fund Source Amount					\$876.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Early Literacy Guided Reading Book Sets		\$1,080.00
1	3	1	Materials for implementation of reteach lessons		\$500.00
Sub-Total					\$1,580.00
Budgeted Fund Source Amount					\$1,580.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Training and materials for new teachers, materials for implementation with students		\$1,600.00
1	2	2	Student Resources		\$500.00
1	3	2	Vocabulary Resources/ Small Group Resources		\$193.00
Sub-Total					\$2,293.00
Budgeted Fund Source Amount					\$2,293.00
+/- Difference					\$0.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$25,000.00
2	1	2			\$500.00
2	1	3			\$500.00

199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$26,000.00
				Budgeted Fund Source Amount	\$26,000.00
				+/- Difference	\$0.00
				Grand Total Budgeted	\$30,749.00
				Grand Total Spent	\$30,749.00
				+/- Difference	\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024