

# Garland Independent School District

## Luna Elementary School

### 2023-2024 Goals/Performance Objectives/Strategies



**Board Approval Date:** October 24, 2023  
**Public Presentation Date:** September 12, 2023

# 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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# 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 73% in 2023 to 90% by 2025. (SY23-24 interim goal = 80%)





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the MAP learning continuum to identify strengths and weaknesses in order to address academic need and celebrate areas of growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention Lesson plans which address the needs revealed from MAP testing utilizing the learning continuum Increased results for all students on reading assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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 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><b>Strategy's Expected Result/Impact:</b> Instructional and independent student reading levels will be addressed in teacher small group instructional plans</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> Early Literacy Guided Reading Book Sets - 199 - PIC 24 State Comp Ed Funds - \$2,380</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 2:** Percent of 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 59% (53.5% in 2022) to 78% by 2025. (SY23-24 interim goal =65%)





**Evaluation Data Sources:** TELPAS Spring Administration Testing Data File (Only Students With Progress Measure; Accountability Subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will effectively implement research based word study in classrooms with students of varying language backgrounds through the implementation of word study.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence supported by classroom walkthrough data, student work plans/binder documentation, and teacher lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> Training and materials for new teachers, materials for implementation with students - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,663</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 students targeted sheltered instruction to ensure ELL students demonstrate one year's growth in their language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted strategies for ELL students as noted in teacher lesson plans TELPAS results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> Student Resources - 199 - PIC 25 Bil./ESL State Allotment Funds - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 3:** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 33% in 2022 to 80% by 2025. (SY23-24 interim goal = 50%)





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Documented activities in teacher lesson plans Unit Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> Materials for implementation of reteach lessons - 199 - PIC 24 State Comp Ed Funds - \$500</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> 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><b>Strategy's Expected Result/Impact:</b> PLC Minutes Intervention Lesson Plans, Small Group Assignments, IEPs, Tutorial Schedule, and Student List</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> Resources to Implement IEP goals for Special Education Students - 199 - PIC 23 SPED State Allotment Funds - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 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 48% (as 4th graders) in 2023 to 90% by 2025. (SY23-24 interim goal = 58%)





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers Administrators</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 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> Student Resources to implement IEP goals in the mainstream classroom - 199 - PIC 23 SPED State Allotment Funds - \$560</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 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 8% in 2022-23 to 3.5% by 2025. (SY23-24 interim goal = 5%)





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Review 360 Reports            PLC Meeting Minutes            PBIS Committee Meeting Minutes</p> <p><b>Staff Responsible for Monitoring:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Formative Assessment Data Differentiated lesson plans which address the needs revealed from formative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> - 199 - Magnet Funds - \$40,000</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> Luna will host parent education events to familiarize parents with the Montessori philosophy and how they may support it in the home.</p> <p><b>Strategy's Expected Result/Impact:</b> Social Media Fliers Parent Exit Tickets Parent Feedback Parent Sign In Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> - 199 - Magnet Funds - \$1,000</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> 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><b>Strategy's Expected Result/Impact:</b> Social Media Fliers Parent Exit Tickets Parent Feedback Parent Sign In Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> - 199 - Magnet Funds - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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