

Center Independent School District

Center Elementary School

2019-2020 Goals/Performance Objectives/Strategies

Accountability Rating: C



Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a results, the mission of Center ISD is to challenge each student to reach his or her intellectual creative and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Center ISD believes in providing a safe and nurturing environment which promotes high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life.

Value Statement

WE BELIEVE that with proper instruction and support, all students will meet or exceed learning expectations.

WE BELIEVE adult learning is a lifelong commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated and valued in order to strengthen learning for all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility.

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become a reality.

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Goals

Goal 1: Improve literacy across all grade levels.

Performance Objective 1: All students will show at least one year's growth in reading with 75% of third-graders passing the Reading STAAR.

Evaluation Data Source(s) 1: DRA, CBAs, Istation, and state assessments





Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Teachers will implement the McGraw-Hill curriculum with fidelity.</p>	2.4	Campus Administrators, Director of Elementary Instruction and RtI, Reading Specialist, Classroom Instructors	Improved student performance on classroom assignments, CBA, Istation, DRA, TELPAS, and STAAR Reading data				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>2) Instructors will provide ninety minutes of reading instruction, including guided reading, daily. Support staff will go to each classroom to provide assistance.</p>	2.4	Campus Administrators, Director of Elementary Instruction and RtI, Reading Specialist, Classroom Instructors, Support Staff	Improved student performance on classroom assignments, CBA, Istation, DRA, TELPAS, and STAAR Reading data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Teachers will instruct students to utilize the CRASH strategy to answer reading comprehension passages.</p>	2.4	Campus Administrators, Director of Elementary Instruction and RtI, Classroom Instructors, Support Staff	Improved student performance on classroom assignments, CBA, Istation, DRA, TELPAS, and STAAR Reading data				
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Reading instruction will be supported through library activities.</p>	2.4	Campus Administrators, Reading Specialist, Librarian	Improved student performance on classroom assignments, CBA, Istation, DRA, TELPAS, and STAAR Reading data				
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) Older classes will be partnered with younger classes and assigned "Reading Buddies." These students will meet at least twice a month and read together.</p>	2.4, 2.6	Campus Administrators, Classroom Instructors	Improved student performance on classroom assignments, CBA, Istation, DRA, TELPAS, and STAAR Reading data				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning</p> <p>6) Data meetings will be conducted after every assessment to monitor progress and make adjustments in reading instructional strategies.</p>		Director of Elementary Instruction and RtI Campus Administrators Reading Specialist Classroom Instructors	Improved student performance on classroom assignments, CBA, Istation, DRA, TELPAS, and STAAR Reading data				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>7) "Literacy Footprints" will be incorporated as an additional resource for Tier 2 students.</p>	2.4, 2.6	Campus Administrators, Reading Specialist, Classroom Instructors	Improved student performance on classroom assignments, CBA, Istation, DRA, TELPAS, and STAAR Reading data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math 8) RLA vertical alignment meetings will be held between campuses every nine weeks to maintain instructional initiatives.		Director of Elementary Instruction and RtI, Campus Administrators, Reading Specialist, Classroom Instructors	Improved instruction that results in higher academic achievement				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers 9) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to McGraw Hill Vertical Alignment Language Objective ELPS		Director of Elementary Instruction and RtI, Director of Special Services, Director of Special Programs, Campus Administrators	Improved instruction that results in higher academic achievement				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Improve literacy across all grade levels.


Performance Objective 2: Student writing samples evaluated by the grade-level rubric will show growth over the year.

Evaluation Data Source(s) 2: Writing portfolios, writing journals, CBAs, and Cornerstone writing samples, and TELPAS

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Instructors will implement the McGraw-Hill curriculum with fidelity.</p>	2.4	Campus Administrators, Director of Elementary Instruction and RtI, Director of Special Program, Reading Specialist, Classroom Instructors	Improved student performance on classroom assignments, Cornerstone writing samples, CBA, TELPAS data				
<p>2) Instructors will incorporate writing in all content areas.</p>	2.4	Campus Administrators, Reading Specialist, Classroom Instructors	Improved student performance on classroom assignments, Cornerstone writing samples, CBA, TELPAS data				
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) RLA vertical alignment meetings will be held between campuses every nine weeks to maintain instructional initiatives.</p>		Director of Elementary Instruction and RtI, Campus Administrators, Classroom Instructors	Improved instruction that results in higher academic achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers 4) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to McGraw Hill, Vertical Alignment	2.4	Campus Administrators, Director of Elementary Instruction and RtI, Director of Special Services Director of Special Programs	Improved instruction that results in higher academic achievement				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning 5) Data meetings will be conducted after every assessment to monitor progress and make adjustments in RLA instructional strategies.	2.4	Campus Administrators, Reading Specialist, Classroom Instructors	Improved student performance on classroom assignments, Cornerstone writing samples, CBA, TELPAS data				
							





Goal 2: Academic achievement of all students in all content areas will increase.

Performance Objective 1: The academic gap among student groups will close by 4% as indicated in the "Closing the Gap" domain.

Evaluation Data Source(s) 1: State assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning 1) Data meetings will be conducted after every assessment to monitor progress and make adjustments in instructional strategies.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction and RtI, Reading Specialist, Classroom Instructors	Improved student performance on classroom assignments, CBA, Istation, DRA, TELPAS, STAAR data				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to McGraw Hill Vertical Alignment Language Objective ELPS</p>		Director of Elementary Instruction and RtI, Director of Special Services, Director of Special Programs, Campus Administrators	Improved instruction that results in higher academic achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) Implement and evaluate the results of the TEA STAAR math and reading interim assessments to improve instruction and address student academic needs.		Campus Administrators, Director of Elementary Instruction and RtI Online Digital Coordinator, Classroom Instructors	Improved student performance				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: Academic achievement of all students in all content areas will increase.

Performance Objective 2: All students will improve in math as measured by the grade appropriate screener.

Evaluation Data Source(s) 2: TEMI, CBAs, state assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>1) Implement and evaluate the results of the TEA STAAR math interim assessments to improve instruction and address student academic needs.</p>	2.4	Campus Administrators, Director of Elementary Instruction and RtI, Online Digital Coordinator, Classroom Instructors	Improved student performance				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning</p> <p>2) Data meetings will be conducted after every assessment to monitor progress and make adjustments in instructional strategies.</p>		Campus Administrators, Director of Elementary Instruction and RtI, Reading Specialist, Classroom Instructors	Improved student performance on classroom assignments, CBA, Istation, DRA, TELPAS, and STAAR data				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers</p> <p>3) Provide professional development opportunities that support campus goals for student improvement.</p>		Director of Elementary Instruction and RtI, Director of Special Services, Director of Special Programs, Campus Administrators	Improved instruction that results in higher academic achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May

Goal 3: Promote the involvement of parents and community members to build relationships.


Performance Objective 1: Parents and community members will be afforded various options for engagement in our students' education.

Evaluation Data Source(s) 1: Agendas, Sign In Sheets

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math ESF Levers Lever 3: Positive School Culture 1) Provide a family Reading Night in the fall and Math Night in the spring.	2.4, 3.1	Campus Administrators, Reading Specialist, Classroom Instructors, Support Staff	Improved student performance Increased parental involvement				
2) Host a field day in the spring.	3.1	Campus Administrators, PE Coach, Classroom Instructors, Support Staff	Improved student performance Increased parental involvement				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 3: Positive School Culture 3) Facilitate "Reading Cafe," where parents and community volunteers read to students during lunch.	2.4, 3.1	Campus Administrators, Reading Specialist, Classroom Instructors	Improved student reading performance Increased parental and community involvement				
4) Third grade students will present a musical program where parents and community members will be invited and encouraged to attend.	3.1	Campus administrators Fine Arts Teacher Third Grade Teachers	Increased parental and community involvement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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5) Host a "Meet The Teacher" in the fall.	3.1	Campus Administrators, Classroom Instructors, Support Staff	Increased parental involvement				
6) Provide a Parent Night in the fall and spring.	3.1	Campus Administrators, Classroom Instructors, Support Staff	Improved student performance Increase parental involvement				
							


Goal 3: Promote the involvement of parents and community members to build relationships.

Performance Objective 2: Inform parents and community of school progress and successes.


Evaluation Data Source(s) 2: Quarterly reports, views

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Utilize social media platforms including the campus/district app to communicate with parents and community members.	3.2	Campus Administrators	Improved parent and community involvement				
2) Produce a quarterly communication that will appear on campus media and in local news affiliates.	3.1	Campus Administrators, Director of Elementary Instruction and RtI	Improved parent and community involvement				
3) Provide parents a quarterly "Parental and Family Engagement" newsletter on the campus web page in English, Spanish, and Vietnamese.	3.1	Campus Administrations, Director of Special Programs	Increased parent engagement specifically of EL students.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



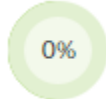

Goal 4: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 1: Students and staff will receive ongoing health and wellness services.

Evaluation Data Source(s) 1: PEIMS discipline records, PEIMS attendance data, and climate surveys will be used..

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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1) The school nurse will screen all first and third graders for vision and hearing. Other students will be screened as recommended by the RTI Committee.		Campus Administrators, Campus Nurse, Classroom Instructors, RTI Clerk	Increased student performance Increased number of students exiting the RTI program				
2) Partner with community members to provide additional support for students such as coats, school supplies and shoes.		Campus Administrators, Counselor, Classroom Instructors	Increased student performance Increased student attendance				
3) Healthy life skills will be taught through our physical education program using The Great Body Shop Curriculum.		Campus Administrators, Physical Education Instructor	Increased student performance Decreased number of student absences.				
4) Partner with HOPE Dental to teach students how to properly care for their teeth and provide them with dental materials and products		Campus Administrators Campus Nurse	Increased student performance Decreased number of student absences Decreased number of nurse referrals				
5) All new teachers will be provided a campus mentor.		Campus Administrators, Mentor Instructors	Improved campus morale Improved staff attendance Decreased staff turn over rate				
6) Provide additional nutritional support through the Back Pack for Kids Program based upon students' needs.		Campus Administrators, Counselor, Classroom Instructors	Increased student performance Increased student attendance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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TEA Priorities Improve low-performing schools 7) Provide an Electricity Safety Awareness program in the Fall.		Campus Administrators, Counselor	Improved safety				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 2: Students and staff will be provided a safe and positive learning environment.

Evaluation Data Source(s) 2: PEIMS discipline records, PEIMS attendance data, and climate surveys will be used

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Utilize a campus wide discipline plan.		Campus Administrators, Counselor, Instructors	Decreased number of office referrals.				
2) Provide staff and students with strategies to help prevent bullying, as well as, coping strategies for bullying situations using resources from Pacers National Bullying Prevention Center.		Campus Administrators, Counselor	Decreased number of bullying reports				
3) Utilize the Core Essentials character education program.		Campus Administrators, Counselor, Classroom Instructors	Decreased number of office referrals				
4) All faculty and staff will receive updated training over the campus and district Emergency Operation Plan.		Campus Police, Campus Administrators	Increased safety and security of campus				
5) Nine week "Behavior Reward Parties" will be provided for students with an 95 or higher on their conduct chart.		Campus Administrators, Classroom Instructors	Increased positive student behavior				
