

Center Independent School District

F.L. Moffett Primary 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 result, 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 provides 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 the proper instruction and support, all students will meet or exceed learning expectation.

WE BELIEVE adult learning life long commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated, and valued in order to strengthen learning to 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 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 Kindergarten students achieving a level 4 or above on DRA.

Evaluation Data Source(s) 1: Local assessments may include CBAs, DRA, and Istation



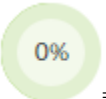

Summative Evaluation 1:

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 1) Kindergarten will implement the new McGraw Hill curriculum targeting RLA TEKS and strategies with fidelity.</p>	2.4	Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialist	Increased phonemic and literacy skills				
<p>TEA Priorities Build a foundation of reading and math 2) Conduct DRA assessments three times a year in October, January, and May to evaluate growth and monitor and adjust individual instruction.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialist	Improved DRA data Improved Istation data Improved TELPAS data Teacher report reflects classroom instruction based on DRA results Focused reading groups earlier in the year for PreK and Kindergarten				

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>3) Data meetings will be conducted every three weeks to monitor progress and make adjustments in reading instructional strategies.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialist,	Improved student DRA, Improved TELPAS data, Improved Istation data				
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Teachers will conduct small group instruction/learning centers with formal and informal assessments to adjust individual instruction.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction and RtI Instructor, Reading Specialist	Increased phonemic and literacy skills				
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) Teachers will evaluate Istation data as one of the tools to monitor student progress and adjust individual instruction.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction and RtI, Instructor, Reading Specialist	Increased student performance				
<p>TEA Priorities Build a foundation of reading and math</p> <p>6) Bilingual teachers will increasingly use more English as the year progresses for their classrooms.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction of RtI, Director of Special Programs, Bilingual Instructor	Increased vocabulary development, Improved student communication in English				

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>7) Paraprofessionals will be utilized in the classroom to help with small group reading instruction daily.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialist,	Increased student performance Increased instructional time				
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Pre-K paraprofessionals will work with Kindergarten RTI groups for 40 minutes four days a week.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction of RtI Instructors, Reading Specialists	Increased individualized instruction Improved literacy				
<p>TEA Priorities Build a foundation of reading and math</p> <p>9) RLA vertical alignment meetings will held between campuses every nine weeks to maintain systemic instructional initiatives.</p>	2.4	Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialist	Improvement in unit assessment data				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>10) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to, McGraw Hill.</p>	2.4, 2.6	Director of Elementary Instruction of 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 and Cornerstone writing samples

Summative Evaluation 2:

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 1) Kindergarten will implement the McGraw Hill curriculum targeting RLA TEKS and strategies with fidelity.</p>	2.4	Campus Administrators, Director of Elementary Instruction and RtI, Instructors	Increased literacy				
<p>TEA Priorities Build a foundation of reading and math 2) Students will write in journals, etc, at different times throughout the day for a combined time of at least 30 minutes of independent writing each day.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction of RtI Instructors	Improved student writing samples Improved student performance on classroom writing samples				
<p>TEA Priorities Build a foundation of reading and math 3) Teachers will utilize the writing rubric created by district and aligned to writing TEKS to evaluate student writing, provide feedback, and instruct students to self assess.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction of RtI Instructors	Improved student writing according the writing rubric				
<p>TEA Priorities Build a foundation of reading and math 4) RLA vertical alignment meetings will held between campuses every nine weeks to maintain systemic instructional initiatives.</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction of RtI Instructors	Improvement in unit assessment data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to, McGraw Hill Vertical Alignment LPAC	2.4	DCampus Administrators, Director of Elementary Instruction of RtI Instructors	Improved instruction that results in higher academic achievement				


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

Performance Objective 1: The academic gap among student groups will decrease.


Evaluation Data Source(s) 1: CBAs, DRA, TEMI, and Istation data

Summative Evaluation 1:


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 1) Data meetings will be conducted after every assessment to monitor progress and make adjustments in instructional strategies.	2.4, 2.6	Campus Administrators, Director of Elementary Instruction of RtI Instructors	Improved student performance on classroom assignments Improved CBA data Improved Istation data Improved DRA data Improved TELPAS data				
TEA Priorities Recruit, support, retain teachers and principals 2) Provide professional development opportunities that support campus goals for student improvement.		Campus Administrators, Director of Elementary Instruction of RtI	Improved instruction that results in higher academic achievement				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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 level appropriate screener.


Evaluation Data Source(s) 2: CBAs, TEMI


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 1) Data meetings will be conducted after every assessment to monitor progress and make adjustments in instructional strategies.</p>	2.4	Campus Administrators, Director of Elementary Instruction of RtI, Instructors	Improved student performance on classroom assignments Improved CBA data Improved Istation data Improved TEMI data				
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Provide professional development opportunities that support campus goals for student improvement.</p>		Director of Elementary Instruction of RtI, Director of Special Programs, Director of Special Services, Campus Administrators	Improved instruction that results in higher academic achievement				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Work with all stakeholders to promote community and parent engagement.


Performance Objective 1: Provide various options for parents and community members to become involved in our students' education.

Evaluation Data Source(s) 1: Agendas and sign-in sheets from activities provided.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Host a "Meet the Teacher" in the fall.	3.1	Campus Administrators, Instructors	Increased parental involvement				
2) Provide an Parent Night in the fall and spring.	3.1	Campus Administrators, Instructors, Support Staff	Improved student performance Increased parental involvement				
3) Host a Grandparent's Day Luncheon in the fall.	3.1	Campus Administrators, Instructors, Support Staff	Improved student performance Increased family involvement				
TEA Priorities Build a foundation of reading and math 4) Facilitate "Reading Cafe" where parents and community members read to students during lunch.	2.4	Campus Administrators, Reading Specialist, Instructors, Support Staff, Parent/Community Volunteers	Improved reading performance Increased parental/community involvement				
5) Kindergarten students will perform at the Poultry Festival in the fall.	3.1	Classroom Instructors, Campus Administration	Increased parental Involvement				
TEA Priorities Build a foundation of reading and math 6) Partner with Walmart to conduct reading dates/activities in the community.	2.4, 2.6	Campus Administration, Instructors, Reading Specialist	Increased parental involvement Increased community involvement Improved reading performance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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TEA Priorities Build a foundation of reading and math 7) Host a Reading Night in the spring.	2.4	Campus Administrators, Reading Specialist, Instructors, Support Staff	Improved student performance Increased parental involvement				
8) Host a field day in the spring.	3.1	Campus Administrators, Reading Specialist, Instructors, Support Staff PE Coach	Improved student attendance				
9) Host a Thanksgiving Luncheon for families in the fall.		Campus Administrators Reading Specialist Classroom Teachers Support Staff	Improved student performance Increased family involvement				




Goal 3: Work with all stakeholders to promote community and parent engagement.

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.	3.1	Campus Administrators, Journalism Instructor	Improved parental 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 parental and community involvement				
3) Provide parents a quarterly "Parental and Family Engagement" newsletter on the campus web page in English, Spanish, Vietnamese.		Campus Administration Director of Special Programs	Increased parent engagement specifically for EL students				



100% = Accomplished
 ➔ = Continue/Modify
 0% = 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: Office referrals, nurse referrals, staff attendance data, PEIMS attendance records, and staff climate surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) New teachers and other staff will be provided a campus mentor.		Campus Administrators, Instructional Mentor	Improved campus morale Improved staff attendance Decreased staff turnover rate				
2) Provide additional nutritional support through the Back Pack for Kids Program based on students' needs.	2.6, 3.1	Campus Administrators, Instructors, Counselor	Increased student performance Increased student attendance				
3) Partner with Soles for Kids to provide additional support.	2.6, 3.1	Campus Administrators, Instructor, Counselor	Increased student performance Increased student attendance				
4) Nurse will screen all students for vision and hearing.	2.6	Campus Administrators, Instructors, Nurse	Increased student performance Increased student attendance				
5) Provide guest speakers to promote health and hygiene practices. Dental health will also be included.	2.6	Nurses, Campus Administrators, Instructors	Increased student performance Decreased number of student absences Decreased number of nurse referrals				
6) Provide lessons from Core Essentials to promote positive character traits.		Campus Administrators, Instructors, Counselor	Increased student performance Increased morale on campus Decreased office referrals				

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


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 and climate surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Provide students with coping strategies for bullying situations and also strategies to prevent bullying.		Counselor, Campus Administrators, Instructors	Decreased bullying reports Decreased office referrals				
2) Provide updated training over the campus and district Emergency Operation Plan.		Campus Administrators, Campus Police	Increased safety and security on campus				
3) Utilize BRAG tags for students to reinforce positive behaviors and actions.		Instructors, Paraprofessional. Campus Administrators	Increased positive student behavior Decreased office referrals				
4) Positive phone calls will be made by campus administrators to every student's family before the year is over.		Instructors, Paraprofessional. Campus Administrators	Increased positive student behavior Decreased office referrals				
5) Police officer will be stationed at the front door to permit entrance and escort visitors to the office for check in purposes.		Campus Administrators, Campus Police, Office Staff	Increased safety				



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