

Bryan Independent School District

Sul Ross Elementary

2018-2019 Goals/Performance Objectives/Strategies

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Goals

Revised/Approved: May 16, 2018

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.





Performance Objective 1: There will be a two percent point decrease in the the gap between Ross Elementary and State on the 2019 STAAR by June of 2019.

Evaluation Data Source(s) 1: Fall and spring benchmarks, 2018 - 2019 STAAR results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Study of individual student data to determine the ongoing growth of students and to provide opportunities for a well-rounded education.</p>	2.4, 2.6	Classroom teachers, Ics, assistant principal and principal	Interactive data notebook				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Based on mastery check data in math, the teacher will provide small group instruction to reteach to students who did not show mastery of the TEK taught that day.</p>	2.4, 2.5, 2.6	Classroom teachers, ICs, assistant principal and principal	Lesson plans for small group instruction, anecdotal notes				
Problem Statements: School Processes & Programs 2							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Instructional staff will provide scheduled intervention or enrichment instruction four days a week.</p>	2.4, 2.5, 2.6	Classroom teachers, ICs, assistant principal and principal	Progress monitoring data				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2							
Funding Sources: Title I, A - 5800.00, State Comp - 4200.00							

4) Instructional coaches in math, ELAR and science will provide support to teachers through collaborative planning support, modeling quality teaching practices, and providing feedback on the instruction they are providing.	2.4, 2.5	principal and C&I dept	increased in student performance across all grade levels and content areas.				
	Funding Sources: Title I, A - 100301.00, State Comp - 117017.00						

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There are too many children reading below grade level in K-2 Root Cause 1: Lack of comprehensive public school wide reading focus.
School Processes & Programs
Problem Statement 2: There is a performance gap between our AA student and white students as well as our overall at risk students and our white students. Root Cause 2: Tier 1 instruction is not rigorous and engaging for all student groups. There is a lack of differentiated Tier 1 instruction that reaches the kinesthetic learner, the visual learner, the auditory learner, etc.

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 2: Increase the number of students reading on grade level by three percentage points in grades K - 4 based on DRA by May 2019.

Evaluation Data Source(s) 2: BOY, MOY and EOY DRA, running records, ISIP data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 1) Create and sustain a school wide reading focus that is across subjects and communicated to parents for support at home.	2.4, 2.5, 2.6	DRA data, DBA data, reading benchmark data, ISIP data and STAAR reading data	Increase of 10% for the number of students in each grade level that are on level for reading.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: Title I, A - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Ensure that all ESL students are being served by an ESL certified teacher.	2.4, 2.5, 2.6	Principal	Staff certification				
	Problem Statements: Student Academic Achievement 1						
Critical Success Factors CSF 1 CSF 2 3) A plan through 504 will be developed for all students identified with dyslexia and dyslexia services will be provided to help meet their individual needs.	2.4, 2.5, 2.6						
	Problem Statements: Student Academic Achievement 1						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: There are too many children reading below grade level in K-2 Root Cause 1: Lack of comprehensive public school wide reading focus.

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 3: 100% of traditional campuses will utilize the RtI framework to provide evidence based interventions to students by May 2019.

Evaluation Data Source(s) 3: RtI progress monitoring forms in Aware

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Set measurable goals for students receiving Tier 2 and Tier 3 services to provide all students the opportunity for a well rounded education.	2.5, 2.6	Classroom teachers, counselor, assistant principal and principal	RTI documents and progress monitoring data				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2						
Critical Success Factors CSF 1 CSF 2 2) Meet at least twice a month to look at data on student progress toward their RTI goals to improve performance of at-risk learners to reduce or eliminate drop out rates.	2.5, 2.6	Classroom teachers, counselor, assistant principal and principal	RTI documents, progress monitoring data collected by teachers				
	Problem Statements: School Processes & Programs 1, 2						
Critical Success Factors CSF 1 CSF 2 3) Monitor and support teachers' implementation of tiered instruction, interventions and progress monitoring data collection to address the needs of all students particularly those at-risk.	2.5, 2.6	ICs, counselor, assistant principal and principal	Form 6 in Aware, walk through data, progress monitoring, and increased scores on state assessments and PRSP				
	Problem Statements: School Processes & Programs 1, 2						
Critical Success Factors CSF 1 CSF 2 CSF 4 4) Certified tutors will be hired to conduct small group tier 3 instruction and paraprofessionals will be provided to provide tutoring support to meet the needs of bottom 1% - 3% of our students.	2.4, 2.6	Principal	student performance and progress monitoring notes				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2 Funding Sources: Title I, A - 19600.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 5) Conduct school intervention instruction that includes instructional staff providing sessions for students in tier 2 to utilize intervention programs including istation (K-5) and Imagine Math (3rd-4th).	2.5, 2.6	Classroom teachers, counselor, assistant principal and principal	RTI documents, progress monitoring from teacher providing intervention				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2						

6) Provide after school tutoring opportunities for students who need additional time and reteach to master skills.	2.4, 2.5	teachers, principal	Increase in approaches, meets and masters level performance for students. Closing the gap for student groups performance.				
	Funding Sources: State Comp - 9154.00, Title I, A - 3900.00						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: There are too many children reading below grade level in K-2 Root Cause 1: Lack of comprehensive public school wide reading focus.
School Processes & Programs
Problem Statement 1: Lack of strong three tiered interventions for behavioral management. Root Cause 1: There is a lack of clear guidelines for the three tiers of interventions related to behavioral management .
Problem Statement 2: There is a performance gap between our AA student and white students as well as our overall at risk students and our white students. Root Cause 2: Tier 1 instruction is not rigorous and engaging for all student groups. There is a lack of differentiated Tier 1 instruction that reaches the kinesthetic learner, the visual learner, the auditory learner, etc.

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 4: 100% of campuses will implement all special education compliance policies and procedures by May 2019.

Evaluation Data Source(s) 4: Audit Folder Reviews, Attendance Reviews

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will be given IEP's before school starts for all students receiving SPED services and be required to review the IEPs for their students prior to the first day of school.</p>	2.4, 2.5, 2.6	Principal, AP and SPED teachers	Legal compliance with all IEPs and meeting the needs of all of our SPED students.				
Problem Statements: Student Academic Achievement 1							
<p>2) After each ARD is conducted, new IEPs will be provided to all teachers of a SPED student within 3 days of the ARD being archived.</p>	2.6	Principal and AP	Ensure that all IEPs services are being provided to students in a timely manner after ARDs.				
Problem Statements: Student Academic Achievement 1							

Performance Objective 4 Problem Statements:


Student Academic Achievement
Problem Statement 1: There are too many children reading below grade level in K-2 Root Cause 1: Lack of comprehensive public school wide reading focus.

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 5: By May 2019 62% of students in special education will grow at least 3% in reading or math from spring 2018 benchmark to spring 2019 benchmarks.

Evaluation Data Source(s) 5: Benchmark scores in reading and math

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) ARD decisions are made to increase the amount of in class support a student receives vs resource time, based on their needs, to ensure that we maximize the amount of exposure that students have to on grade level instruction in the general education classroom.</p>	2.6	principal, AP, SPED teachers	Higher level of mastery of grade level TEKS for our SPED students.				
Problem Statements: Student Academic Achievement 1							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Special education staff will complete data analysis after each universal screener and district assessment to determine growth and strengths/weaknesses of students receiving special education services.</p>	2.4, 2.6	Principal, assistant principal, and special education teachers	Lesson plans and data talks				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2							
							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: There are too many children reading below grade level in K-2 Root Cause 1: Lack of comprehensive public school wide reading focus.
School Processes & Programs
Problem Statement 2: There is a performance gap between our AA student and white students as well as our overall at risk students and our white students. Root Cause 2: Tier 1 instruction is not rigorous and engaging for all student groups. There is a lack of differentiated Tier 1 instruction that reaches the kinesthetic learner, the visual learner, the auditory learner, etc.


Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 6: Provide students opportunities to participate in rigorous physical activity to promote good health and wellness by May 2019.


Evaluation Data Source(s) 6: Master schedule.

Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) Students will participate in a 50 minute PE class three times a week where they will learn about sports and participate in a variety of physical activities.</p>	2.5, 2.6	pe teacher, principal	improved health of our students.				
<p>2) Students will be assessed by the Fitnessgram once during the school year to get overall data on their health and fitness levels.</p>	2.5, 2.6	pe teacher, principal, AD	improved heath of the students.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a safe learning environment.

Performance Objective 1: Ross will comply with state attendance procedures which mandate the implementation of attendance accounting processes and Truancy Prevention Measures by May 2019.

Evaluation Data Source(s) 1: Audit of student attendance folders

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Create and implement a year long attendance incentive plan to encourage increased attendance for students.	2.5	Principal, assistant principal	Completion of the plan				
Problem Statements: Demographics 1 Funding Sources: Local Funds - Campus - 0.00							
Critical Success Factors CSF 1 CSF 4 2) A attendance team will meet once a week to discuss the prevention measures implemented for truancy prevention.	2.5	Assistant Principal and attendance clerk	truancy spreadsheet				
Problem Statements: Demographics 1							
Critical Success Factors CSF 1 CSF 4 3) The attendance team will share with the PBIS team a six week audit by student of the truancy prevention measures put into place each six weeks.	2.5	PBIS team, principal and assistant principal	six week audit				
Problem Statements: Demographics 1							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The attendance rate at Ross has dropped drastically. Root Cause 1: The large change in our population caused a lack of connection to the school for many of the new families.

Goal 2: Support a culture and climate that encourages a shared responsibility for a safe learning environment.

Performance Objective 2: A PBIS team will be created to support implementation of PBIS in 100% of classrooms at Ross for the 2018-19 school year aimed at positively impacting discipline by reducing out-of-class discretionary placements for all students as follows: ISS by 4%, OSS by 5%, and Discretionary DAEP by 10%, by May 2019.

Evaluation Data Source(s) 2: Discipline data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) An RtI Interventionist will work closely with the administrators, counselor, and teachers to provide a comprehensive support system for instructional/behavioral support across the campus as a whole.	2.5	Principal, assistant principal, RtI interventionist and classroom teachers	RTI progress monitoring data and behavior data that shows an increase in student academic achievement				
Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Title I, A - 24500.00							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The attendance rate at Ross has dropped drastically. Root Cause 1: The large change in our population caused a lack of connection to the school for many of the new families.
School Processes & Programs
Problem Statement 1: Lack of strong three tiered interventions for behavioral management. Root Cause 1: There is a lack of clear guidelines for the three tiers of interventions related to behavioral management .

Goal 2: Support a culture and climate that encourages a shared responsibility for a safe learning environment.

Performance Objective 3: 100% of Campus PBIS teams will follow established procedures and routines to impact student success by the end of the first semester as evidenced by 6-week audits of student discipline folders by May 2019.

Evaluation Data Source(s) 3: 6-weeks audits of discipline folders

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6 CSF 7 1) CHAMPS will be implemented in all grades at Ross this year.	2.5	Classroom teachers, counselor, assistant principal and principal	walk through data, classroom observations, discipline data				
Problem Statements: School Processes & Programs 1							

Performance Objective 3 Problem Statements:





School Processes & Programs
Problem Statement 1: Lack of strong three tiered interventions for behavioral management. Root Cause 1: There is a lack of clear guidelines for the three tiers of interventions related to behavioral management .

Goal 2: Support a culture and climate that encourages a shared responsibility for a safe learning environment.

Performance Objective 4: By May 2019, the counselor will increase the time spent on direct guidance by 5%. Topics covered: 5 required state lessons, focus on social skills that support the essential eight.

Evaluation Data Source(s) 4: counselor's schedule

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) The counselor will provide guidance lessons and services to address the needs of the students for special programs such as homeless, suicide prevention, conflict resolution, career opportunities, anti-bullying and violence prevention intervention.	2.5	Counselor, assistant principal and principal	Lesson plans and feedback from classroom teachers				
Problem Statements: Perceptions 1							
<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>							

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Life lessons were well received by students but teachers don't see application of skills in everyday interactions. Root Cause 1: Lack of consistency of teaching and modeling the use of the life lesson skills in everyday interactions.

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 1: By May 2019, the campus will sustain a year long support system for 100% of new teachers at Ross that will be designed to equip this group with the tools needed to create high quality learning environments and will include both district-facilitated and campus-level support.

Evaluation Data Source(s) 1: Academic data, walk through data, observation data and summative data. Goal attainment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 CSF 7 1) Assign a mentor to each first year teacher as well as each new teacher to Ross that has previous experience.	2.4	classroom teachers, AP and Principall	increased student performance both academically and behaviorally				
Problem Statements: School Processes & Programs 1, 2							

Performance Objective 1 Problem Statements:





School Processes & Programs
Problem Statement 1: Lack of strong three tiered interventions for behavioral management. Root Cause 1: There is a lack of clear guidelines for the three tiers of interventions related to behavioral management .
Problem Statement 2: There is a performance gap between our AA student and white students as well as our overall at risk students and our white students. Root Cause 2: Tier 1 instruction is not rigorous and engaging for all student groups. There is a lack of differentiated Tier 1 instruction that reaches the kinesthetic learner, the visual learner, the auditory learner, etc.

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 2: By August 2018 100% of instructional staff will begin their Essential Learnings plan in the summer of 2018 with the first 3 Essential Learning topics of: The Essential 8, The Poverty Simulation, & Cultural Diversity. Additional EL topics during the August professional development weeks will include: TTESS-the SLO Component & PBIS Implementation in BISD.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 1) The year long PD plan for Ross will support continued learning and growth in the Essential Learnings Plan developed and implemented by the district.	2.4, 2.5, 2.6	principal and AP					
Problem Statements: School Processes & Programs 1							
<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>							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of strong three tiered interventions for behavioral management. Root Cause 1: There is a lack of clear guidelines for the three tiers of interventions related to behavioral management .

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 3: Ross Elementary will recruit effective teachers through: hosting methods students and student teachers and attending job fairs.

Evaluation Data Source(s) 3: 100% of staff will be highly qualified.

Summative Evaluation 3:

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 4: Teachers and paraprofessionals will attend data-driven professional development focused on meeting the specific needs of students and teachers increasing the academic performance of all students including those identified as at-risk.

Areas identified so far:

guided reading, vocabulary development, differentiation, PBIS training, strategies for meeting the needs of ELLS, technology, phonics, math problem solving.

Evaluation Data Source(s) 4: Student Achievement Data
Teacher Observation Data
Lesson Plans

Summative Evaluation 4:


Goal 4: Foster positive relationships with students and stakeholders and promote parent and community engagement.

Performance Objective 1: By May 2019, the campus will develop and implement a school wide communication plan in which 100% of parents are informed about what is going on in the classrooms, what positive things their child is a part of, what their child is struggling with and what events are upcoming at the school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Critical Success Factors CSF 5 CSF 6 1) Classroom teachers will be held accountable to follow the district grading guidelines as monitored by the DVT team.	3.1	Ross Data Validation Team	Agenda item on the DVT agenda each meeting				
	Problem Statements: Demographics 1						
2) The PBIS team will monitor and hold teachers accountable for meeting the expectations for communication with parents that is outlined in the school wide communication plan.	3.1	PBIS team, principal, AP	Increase the involvement of parents in the education of their children.				
	Problem Statements: Demographics 1 - Perceptions 1						
3) School will provide a flexible number of meetings for parents to attend programs and learning based family events, and parent information events in the evenings.	3.2	principal	Enhance the shared responsibility of the students' education and help the parents feel welcome, connected and a viable part of the educational team.				
	Funding Sources: Title I, A - 1953.00						
4) The school will jointly develop a Parent and Family Engagement policy with parents and distribute the policy in an understandable and uniform format. It will also be available to the local community through publication on social media such as facebook and our Ross webpage.	3.1	administration	Increase in the involvement of our parents in the education of their children.				
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The attendance rate at Ross has dropped drastically. Root Cause 1: The large change in our population caused a lack of connection to the school for many of the new families.
Perceptions
Problem Statement 1: Life lessons were well received by students but teachers don't see application of skills in everyday interactions. Root Cause 1: Lack of consistency of teaching and modeling the use of the life lesson skills in everyday interactions.

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 1: The teachers will support students to grow beyond approaches to meets and masters levels in reading and math by May 2019.

Evaluation Data Source(s) 1: DBA, Benchmark and STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Through individual student goal setting and self monitoring of those goals, the teachers will instill ownership of their own learning in their students	2.4, 2.5, 2.6	classroom teachers, principal and AP	Increased student academic performance for all students in the area of reading and math.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There are too many children reading below grade level in K-2 Root Cause 1: Lack of comprehensive public school wide reading focus.
School Processes & Programs
Problem Statement 2: There is a performance gap between our AA student and white students as well as our overall at risk students and our white students. Root Cause 2: Tier 1 instruction is not rigorous and engaging for all student groups. There is a lack of differentiated Tier 1 instruction that reaches the kinesthetic learner, the visual learner, the auditory learner, etc.