Bastrop Independent School District

Mina Elementary

2017-2018 Goals/Performance Objectives/Strategies

Mission Statement

As a leader in innovative, student-centered education, the mission of Bastrop ISD is to ignite passion for life-long learning and to successfully motivate and prepare all students to compete globally by ensuring they are engaged in diverse, rigorous, and relevant learning experiences that incorporate 21st Century skills.

Vision

OUR Call to Action

Graduates of Bastrop Independent School District are empowered to become successful and productive in a global society.

Core Beliefs

Core Beliefs
A diverse and engaging environment contributes to successful learning.
Serving the individual needs of all learners is central to our mission.
Community collaboration directly results in the growth of our schools.
Education empowers everyone.
People feel valued when they are heard.
Involvement beyond the classroom contributes to student success.

OUR Profiles

The Learner…
Communicates effectively, both verbally and nonverbally.

Engages in collaborative practices.
Applies fundamental content knowledge.
Respects and empathizes with others.
Utilizes critical thinking skills to creatively solve problems.

The Teacher…
Communicates effectively, both verbally and nonverbally.
Exhibits passion about education.
Designs engaging instruction and adjusts based on student needs.
Develops and nurtures positive and productive relationships.
Models life-long learning and content knowledge.

The Leader…
Communicates effectively through a variety of means.
Promotes a vision and fosters an innovative culture that advocates in the best interests of students.
Exemplifies service-oriented leadership.
Demonstrates adaptability.
Builds and maintains a school culture that fosters a growth mindset.

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Goals

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 1: Increase all STAAR tested subject areas by at least 7 points.

Increase STAAR reading from 74% to 85%.
Increase STAAR math from 78% to 85%.
Increase STAAR writing from 62% to 75%.
Increase the percentage of students making one years growth in reading to 90%.

    Evaluation Data Source(s) 1: STAAR
    BAS Data

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Oct	Formative Jan	Formative Mar	Summative June
1) Utilize TEKS resource system, district curriculum maps, and and TEKS Snapshots to plan a vertically aligned and viable curriculum.		Leader: Instructional Coach Others Involved: Principal Assistant Principal District Language Arts Specialist	Lesson Plans PLC Agendas				
Critical Success Factors CSF 2 2) PK-4th grade students will participate in Lexia and teachers will use weekly reports to provide intervention. LASERS: A2, A3, A4, SBI3	8	Leader: Principal Others Involved: Assistant Principal RTI Lead Teacher Classroom Teachers Instructional Coach	Progress Monitoring Grids Lexia Data Reports Student Data Folders				

3) 1st-4th grade students will participate in a Weekly Spelling Program. LASERS: A1, A4, E6, S2	Leader: Principal Others Involved: Instructional Coach Assistant Principal Classroom Teachers	Progress Monitoring Grids Gradebook				
4) PK-4th grade students will participate in a Sight Word Fluency program. LASERS: A1, A4, E6, S2	Leader: Principal Others Involved: Assistant Principal RTI Lead Teacher Classroom Teachers	Progress Monitoring Grids Student Data Folders Gradebook				
5) Guided Reading instruction will be implemented daily as a core component of balanced literacy. LASERS: A1, A2, A3, A4, A5, SB13,	Leader: Instructional Coach Others Involved: Principal Assistant Principal	Guided Reading Lesson Plan Binder Progress Monitoring Grids				
6) Accelerated Reader will be implemented as a independent reading motivational program for grades 1-4. LASERS: E2, E6	Leader: Principal Others Involved: Library Media Specialist Assistant Principal Instructional Coach Classroom Teachers	Weekly AR Reports Progress Monitoring Grids				
Funding Sources: 211 - Title I, Part A - $3,605.00						
7) A balanced math curriculum will be delivered to include explicit direct instruction, math workstations, and small group instruction/intervention/enrichment.	Leader: Principal Others Involved: Assistant Principal Classroom Teachers Instructional Coach	Lesson Plans PLC Agendas				

Critical Success Factors CSF 1 8) Implement Formative Loop math fact development to ensure acquisition, development and retention of foundational math skills in grade 1-4. LASERS: E6, A3		Leader: Principal Others Involved: Assistant Principal RTI Lead Teacher Classroom Teachers Instructional Coach	Formative Loop Weekly Reports				
	Funding Sources: 211 - Title I, Part A - $2,590.00						
9) Deliver explicit phonics instruction with fidelity by using Saxon Phonics and Heggerty Phonemic Awareness for K-2. LASERS: A2, SBI 2, E2, E5, R2, S2		Leader: Instructional Coach Others Involved: Principal Assistant Principal Classroom Teachers	TPRI Data BAS Guided Reading Levels				
Critical Success Factors CSF 1 10) Students will set individual learning goals through the use of student data folders. LASERS: SBI2, E6		Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Student Data Folders				
System Safeguard Strategy **Critical Success Factors** CSF 2 11) Collect formal and informal assessment data to determine if students are responding adequately to instruction and collaborate to interpret data and make instructional decisions. LASERS: A2, A3, A4, A5		Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Data Meetings Data Walls Progress Monitoring Grids				
12) Utilize PLC's for data informed lesson planning to include analyzing TEKS, writing Three Part Objectives(TPO's), reviewing assessments, creating unit HOT questions and incorporating writing across the curriculum. LASERS: L5, E5		Leader: Instructional Coach Others Involved: Principal Assistant Principal Classroom Teachers	Lesson Plans PLC Agenda				
	Funding Sources: 211 - Title I, Part A - $327.80						

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 13) Implement, monitor, and provide instructional feedback on Heart of Texas writing program. LASERS: SBI 1, SBI 4, E2, R2, S2	2, 4	Leader: Instructional Coach Others Involved: Principal Assistant Principal Classroom Teachers District Literacy Specialist	Lesson Plans Student Writing Portfolio HOT Google Doc Feedback				
Critical Success Factors CSF 1 14) Ensure the consistency and fidelity of hands on science labs in all grade levels.		Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers District Science Specialist	Lesson Plans Science Academic Targets				
Funding Sources: 211 - Title I, Part A - $1,000.00							
15) Teachers will explicitly teach science vocabulary utilizing science vocabulary cards that include picture to be placed on visual word walls.		Leader: Instructional Coach Others Involved: Principal Assistant Principal Classroom Teachers					
Funding Sources: 211 - Title I, Part A - $1,218.00							
16) Create grade level campus based common assessments for 2nd-4th grade reading and math.	1, 8	Leader: Instructional Coach Others Involved: Principal Assistant Principal Classroom Teachers					
Problem Statements: Curriculum, Instruction, and Assessment 1							
17) Consistently deliver BISD Big 8 instructional model.		Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Lesson Plans				

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Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 85% of teachers believe that curriculum, instruction and assessment are aligned.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: Provide a student centered learning environment where all members are welcomed, supported and feel safe in school-socially, physically, emotionally and intellectually.
Increase attendance rate from 95% to 97%.
Decrease student discipline referrals from 81 to 50.

    Evaluation Data Source(s) 2: School Climate Surveys from Parents and Students
    Discipline Data Reports
    PIEMS Attendance Reports

    Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	**Jan**	**Mar**	**June**
Critical Success Factors CSF 6 1) Implement PBIS, Community Circles and Restorative Discipline.		Leader: Assistant Principal Others Involved: Principal Classroom Teachers District Behavior Specialist	Discipline Data Reports				
Problem Statements: School Culture and Climate 1, 2							
Critical Success Factors CSF 6 2) Conduct 6 week reviews on discipline data to evaluate and adjust.		Leader: Assistant Principal Others Involved: Principal Classroom Teachers District Behavior Specialist	Discipline Data Reports				
Problem Statements: School Culture and Climate 1, 2							

Critical Success Factors		Leader / Others Involved	Evidence				
Critical Success Factors CSF 6 3) Develop systems for student attendance improvement: 1. Attendance Recognition 2. Conduct bi-monthly attendance monitoring meetings 3. Communicate with parents in a timely manner 4. Utilize truancy officer to address chronic absences and tardies 5. Implement Truancy Prevention Measures		Leader: Assistant Principal Others Involved: Principal Attendance Clerk Classroom Teachers Attendance Committee	Attendance Data Reports				
Problem Statements: Demographics 1							
Critical Success Factors CSF 6 4) Encourage and grow student involvement in extra-curricular activities, to include, but not limited to: 1. UIL Competitions 2. Green Team 3. PE Posse 4. Students Advisory Committee 5. Choir 6. Art Club 7. Dance Team 8. Task Force 9. Talent Show 10. Running Club 11. ASL Club 12. Science Fair		Leader: Principal Others Involved: Assistant Principal Club Sponsors	Student Surveys Rosters Sign-In Sheets				
Critical Success Factors CSF 6 5) Implement Anti-Bullying program to include student/teacher/parent pledges and safe reporting procedures.		Leader: Counselor Others Involved: Principal Assistant Principal Classroom Teachers	Kindness Matters Challenge on WAG 6-Weeks of Manners Matter Lesson Plans Collected Pledges Filed Bullying Reports				
Problem Statements: School Culture and Climate 1, 2							
Critical Success Factors CSF 6 6) Provide counseling/mentoring through individual counseling, target groups, and lunch bunch.	1, 2	Leader: Counselor Others Involved: Principal Classroom Teachers District Behavior Specialist	Counselor's Schedule & Documentation				

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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 1. Mina's attendance rate has decreased over the past 3 years.
School Culture and Climate
Problem Statement 1: There was a 10% increase in discipline referrals from 2015-2016 to 2016-2017.
Problem Statement 2: According to the Student Climate Survey, 72% of students agreed or strongly agreed that students are respectful to one another.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 3: Expand innovative teaching and digital learning practices among students and staff.
100% of classroom teachers will integrate instructional technology.

Evaluation Data Source(s) 3: Teacher T-Tess Technology Goal Reflection Sheet and Student Surveys

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	Jan	Mar	June
Critical Success Factors CSF 7 1) 100% of teachers will develop an instructional technology goal for an annual T-TESS goal.		Leader: Principal Others Involved: Assistant Principal TIG District Technology Specialist	T-Tess Goal Reflection Sheet Meeting Calendars				
Problem Statements: Technology 1							
Critical Success Factors CSF 4 2) Library Media Specialist will support computer lab teacher and classroom teachers in integrating Technology TEKS across the curriculum.		Leader: Library Media Specialist Others Involved: Principal Library Media Specialist Computer Lab Manager Classroom Teachers District Technology Specialist	Lesson Plans Library Schedule Meeting Agendas				
3) 3) Teachers will utilize Plickers for quick checks for understanding to know whether students are understanding big concepts and mastering key skills.		Leader: Principal Others Involved: Instructional Coach Assistant Principal TIG District Technology Specialist	Logs				
Funding Sources: 211 - Title I, Part A - $360.00							

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Performance Objective 3 Problem Statements:

Technology
Problem Statement 1: 82% of Mina teachers feel they have received adequate training and support with technology.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 4: Implement high quality support services that address the needs of all identified special student groups.

Evaluation Data Source(s) 4: The performance of identified populations will increase on STAAR as follows:
African American student group performance will increase from the Spring 2017 performance of 62% to at least 70%.

Economically disadvantaged student group performance will increase from the Spring 2017 performance of 63% to 70%.

Special Education student group performance will increase from the Spring 2017 performance of 26% to at least 50%.

ELL student group performance will increase from the Spring 2017 performance of 63% to at least 70%.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 1) Improve fidelity with implementation of System 44 through monitoring, teacher feedback, and implementing coaching/support. LASERS: SBI3, SBI4, E5, S2		Leader:Principal Others Involved: Assistant Principal Special Education Teachers Special Education Instructional Specialist	STAAR Data Progress Monitoring Grids System 44 Monitoring Reports				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 2) Deliver comprehensive Response to Intervention to students who are academically struggling and conduct weekly RTI progress monitoring meetings. LASERS:L2, A2, A3, A4, SBI 2, E3, E4, E5, S2		Leader: RTI Lead Teacher Others Involved: Principal Assistant Principal Instructional Coach	STAAR Data RTI Notes Progress Monitoring Grid				
	Funding Sources: 211 - Title I, Part A - $0.00						

		Leader: Assistant Principal	STAAR Data Progress Monitor Grids				
System Safeguard Strategy **Critical Success Factors** CSF 1 3) Monitor progress of students receiving special education services through monitoring meetings. LASERS: E5, S2		Others Involved: Principal Special Education Teachers Special Education Instructional Specialist					
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 4) Provide tutoring opportunities for students based on current student data. LASERS: E2		Leader:Principal Others Involved: Assistant Principal Instructional Coach Tutors	STAAR Data BAS Data				
		Funding Sources: 211 - Title I, Part A - $0.00					
5) Incorporate monthly data point checks in order to monitor the progress of all student groups. LASERS: A2, A3, A4, A5		Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Data Wall Progress Monitoring Grids Intervention Lesson Plans				
6) Implement a dedicated intervention/enrichment time daily for each grade level, where targeted instruction is delivered based on common assessment data. A majority of pull-outs will take place during this dedicated time.	1, 3, 8, 9	Leader: Principal Other Involved: Assistant Principal Instructional Coach Teachers RTI Lead Teacher SPED Teachers Dyslexia Teacher	BAS STAAR TPRI Common Assessments District Assessments				
		Problem Statements: Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1					

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Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Students receiving special education services performed at 26% performing significantly below their non-disabled peers.
Problem Statement 2: Economically Disadvantaged students performed at 63%.

Problem Statement 3: ELL students performed at 63%.
Problem Statement 4: African American students performed at 62%.
Staff Quality, Recruitment, and Retention
Problem Statement 1: 88% of teachers feel that instructional time is protected from disruption.

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: Provide parents with two-way communication and opportunities to acquire necessary information, knowledge and skills to support their child's education at school and at home.

Evaluation Data Source(s) 1: Parent Survey Results
Parent Conference Recording Sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Communicate with parents through weekly classroom newsletters, weekly school messenger updates, monthly school newsletter through email and hard copy, and frequent phone school messenger updates. LASERS: E6, L6		Leader:Principal Others Involved: Assistant Principal School Secretary Classroom Teachers School Secretary	School Messenger Reports Newsletters				
Funding Sources: 211 - Title I, Part A - $0.00							
Critical Success Factors CSF 5 2) Conduct Kindergarten Round-up to enroll and assess upcoming students. LASERS: E6, L6	7	Leader:Principal Others Involved: Assistant Principal Kindergarten Teachers	Sign-In Sheets Kinder Round-up Assessments				
Critical Success Factors CSF 5 3) 3) Provided opportunities for parents to participate in Family Nights where they will learn how to best support their child academically, socially and emotionally.		Leader: Principal Other Involved: Assistant Principal Teachers	Sign-In Sheets				
Funding Sources: 211 - Title I, Part A - $0.00							

4) All classroom teachers will create classroom Dojo accounts in order to communicate with parents and share classroom activities/celebrations.		Leader: Principal Other Involved: Assistant Principal Teachers	Dojo communication logs				
	Problem Statements: Family and Community Involvement 1						
5) Parents are required to participate in a conference in order to receive their child's first nine-week report card. Parents of students who are failing one or more subjects will be required to participate in a parent conference in order to receive the 3rd nine week report card.	1, 6, 9	Leader: Principal Other Involved: Assistant Principal Teachers	Parent Conference Recording Sheet				
	Problem Statements: Family and Community Involvement 2						

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Performance Objective 1 Problem Statements:

Family and Community Involvement
Problem Statement 1: According to the Mina Parent Climate Survey, 88% of parents feel well informed about opportunities to get involved or volunteer at the school.
Problem Statement 2: According to the Mina Parent Climate Survey, 91% receives regular information about their child's academic performance.

Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 1: Provide effective professional development that will support the growth of teachers and improve student performance.

    Evaluation Data Source(s) 1: STAAR Data, TPRI Data and BAS Data

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 2 CSF 3 CSF 7 1) Weekly PLCs will be teacher-led with Professional Development targeted to increase the capacity of teacher leaders. LASERS: L1, L4, SBI1, SBI2		Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	PLC Agendas Lesson Plans Sign In Sheets				
Critical Success Factors CSF 7 2) Heart of Texas Writing training and follow-up support sessions will be held to ensure the implementation of best practices. LASERS: SBI1, SBI4	3, 4, 5	Leader: Principal Others Involved: HOT Consultant Instructional Coach Assistant Principal Classroom Teachers	STAAR Writing Scores Student Writing Portfolios				
Critical Success Factors CSF 1 CSF 7 3) Continue to implement Model Classroom Project to include continued professional development through the video academy. LASERS: L1, SBI2		Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Video Academy Graduation Certificates				
Funding Sources: 211 - Title I, Part A - $2,500.00							
4) Implement Instructional Rounds and Learning Walks as a school improvement model.	2	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Analysis Statement, Short Term Targets, and Next Level of Work Documentation Learning Walk Schedule				

5) Provide more opportunities for staff input on decisions that affect them through the use of informal surveys, consistent leadership team meetings and faculty meetings.	5	Leader: Principal Others Involved: Assistant Principal Classroom Teachers					
	Problem Statements: School Context and Organization 1						
6) Provide training opportunities on the implementation of guided reading and explicit phonics instruction.		Leader: Principal Others Involved: Assistant Principal Classroom Teachers					
	Funding Sources: 211 - Title I, Part A - $3,000.00						

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Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 1: 88% of teachers feel they are given the opportunity to be involved in decisions that affect them.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: Actively engage the community to strengthen partnerships that support the evolving needs of students.

Evaluation Data Source(s) 1: Participation Rates based on Sign-In Sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Implement Early Act First Knight Character Education.		Leader: Counselor Others Involved: Principal Assistant Principal Classroom Teachers	Discipline Data Reports Recipient Data Sheet Lesson Plans				
Critical Success Factors CSF 4 CSF 6 2) Include community members to participate in our annual career day and Read Across America. LASERS: L6		Leader: Counselor Others Involved: Principal Assistant Principal Classroom Teachers	Agenda & Sign-In Sheets				
Critical Success Factors CSF 5 3) Continue to recruit community members to participate in our school mentor program. LASERS: L6		Leader: Counselor	Mentor Sign In Sheets List of Mentors				
4) Incorporate monthly Coffee with the Principal. Coffee with the Principal is a time for parents to hear about the instructional programs, gain strategies to assist their children, ask questions and/or share concerns that will positively impact student academic achievement.	1, 6	Leader: Principal Others Involved: Counselor Instructional Coach	Sign-In Sheets Feedback from Surveys				
	Problem Statements: Family and Community Involvement 1						

| 5) Provide opportunities during the school day for families to participate in school-wide events, such as
Grandparents Day
Veteran's Day
Muffins w/ Mom
Donuts w/ Dad
Thanksgiving Lunch
Class Parties
Showcasing
Award Ceremonies | | Leader:
Principal

Others Involved:
Counselor
Assistant Principal | Sign-In Sheets | | | | |

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Performance Objective 1 Problem Statements:

Family and Community Involvement
Problem Statement 1: According to the Mina Parent Climate Survey, 88% of parents feel well informed about opportunities to get involved or volunteer at the school.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	11	Collect formal and informal assessment data to determine if students are responding adequately to instruction and collaborate to interpret data and make instructional decisions. LASERS: A2, A3, A4, A5
1	1	13	Implement, monitor, and provide instructional feedback on Heart of Texas writing program. LASERS: SBI 1, SBI 4, E2, R2, S2
1	4	1	Improve fidelity with implementation of System 44 through monitoring, teacher feedback, and implementing coaching/support. LASERS: SBI3, SBI4, E5, S2
1	4	2	Deliver comprehensive Response to Intervention to students who are academically struggling and conduct weekly RTI progress monitoring meetings. LASERS:L2, A2, A3, A4, SBI 2, E3, E4, E5, S2
1	4	3	Monitor progress of students receiving special education services through monitoring meetings. LASERS: E5, S2
1	4	4	Provide tutoring opportunities for students based on current student data. LASERS: E2