Ector County Independent School District

Lyndon B. Johnson Elementary

2021-2022 Goals/Performance Objectives/Strategies

Mission Statement

LBJ Elementary School's mission is to provide a safe, engaging, learning environment where students can achieve academic excellence and social skills while becoming life long learners in the 21st century.

Vision

Our vision is to prepare and motivate our students for a rapidly changing world by instilling foundations of learning, meaningful lessons, integration of technology, communication, support and a partnership with parents and community so that students will have success for today and be prepared for tomorrow.

Core Beliefs

LBJ KNIGHTS

Will be:

Responsible,

Never give up,

Inspire others,

Give their best effect,

Have a positive attitude,

Treat everyone with respect,

Strive for success!

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Goals

Goal 1: HB-3 Reading-By the end of 2022, all Kinders will be able to track print from left to right. 85% of all Kinders will be reading on Level D. By the end of 2022, 95% of 1st Grade students will be able to pass a High Frequency Word Assessment, read on Level K, and be able to write a paragraph based on a specified rubric. By the end of 2022, 95% of 2nd grade students will have passed a High Frequency Word Assessment, be able to read on Level N, and able to write two paragraphs. By May 2022, 75% of 3rd Grade STAAR test takers will score at least Approaches or above.

Performance Objective 1: Academic Performance-Teachers will conduct small group guided reading daily.

HB3 Goal

Evaluation Data Sources: Campus Wide-we will use Campus and District Level Assessment data to inform instruction. Monitoring of these practices will be guided by criteria defined by T-TESS.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: 100% of K-2 grade students will take the Universal Screener by Ren360. All teachers will be trained on guided reading. Teachers will conduct guided reading daily. Students will read text on their levels. Teacher will conduct running records for the BOY, MOY, and EOY. Students will take the Universal Screener by Ren360 once per month.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will be able to read books on their level and then progress to higher levels due to teachers supporting their individual needs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students, Parents. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: HB-3 Reading-By the end of 2022, all Kinders will be able to track print from left to right. 85% of all Kinders will be reading on Level D. By the end of 2022, 95% of 1st Grade students will be able to pass a High Frequency Word Assessment, read on Level K, and be able to write a paragraph based on a specified rubric. By the end of 2022, 95% of 2nd grade students will have passed a High Frequency Word Assessment, be able to read on Level N, and able to write two paragraphs. By May 2022, 75% of 3rd Grade STAAR test takers will score at least Approaches or above.

Performance Objective 2: Academic Performance-Teachers will utilize Ector County ISD Curriculum Documents and district adopted resources with fidelity. Teachers will utilized researched based supplemental materials.

HB3 Goal

Evaluation Data Sources: Campus Wide-we will use Campus and District Level Assessment data to inform instruction. Monitoring of these practices will be guided by criteria defined by T-TESS.

Strategy 1 Details	Reviews			
Strategy 1: 100% of all teachers, instructional facilitators, and aides will be trained on the effective use of Ector County ISD Curriculum Documents. 100% of all teachers, instructional facilitators, and aides will be trained on the use of researched based supplemental materials on campus. All teachers, instructional facilitators, and aides will be provided with 1 hour planning periods daily to design opportunities for small group, whole group, and one on one instruction. All teachers, instructional facilitators, and aides will participate in structured planning sessions, PLCs, and at bats weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teacher competence will improve. Teachers will be able to execute lessons that align to the rigor of the STAAR assessment. Scores will improve. Reading levels will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
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Goal 1: HB-3 Reading-By the end of 2022, all Kinders will be able to track print from left to right. 85% of all Kinders will be reading on Level D. By the end of 2022, 95% of 1st Grade students will be able to pass a High Frequency Word Assessment, read on Level K, and be able to write a paragraph based on a specified rubric. By the end of 2022, 95% of 2nd grade students will have passed a High Frequency Word Assessment, be able to read on Level N, and able to write two paragraphs. By May 2022, 75% of 3rd Grade STAAR test takers will score at least Approaches or above.

Performance Objective 3: Academic Performance-Teachers will consistently progress monitor and provide instruction and intervention based on assessment data.

HB3 Goal

Evaluation Data Sources: Campus Wide-we will use Campus and District Level Assessment data to inform instruction. Monitoring of these practices will be guided by criteria defined by T-TESS.

Strategy 1 Details	Reviews			
Strategy 1: 100% of all students will participate in BOY, MOY, and EOY Universal Screener. 100% of all students will have running records for BOY, MOY, and EOY. All Tier 2 and Tier 3 students will have progress monitoring once per month. Students will complete 60-90 minutes of reading on Imagine Reading per week. Students will complete at least two MyOn books per month.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will be properly monitored to determine if growth is occurring. Students will improve in reading due to persistent monitoring and mandatory reading opportunities in class at at home. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students, Parents **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: HB-3 Math-100% of all K-3rd Grade students will complete universal screener BOY, MOY, and EOY. All Tier 2 and Tier 3 K-3rd grade students will complete progress monitoring every three weeks utilizing district assessments as well as universal screener. 95% of all Kinder-2nd Grade students will be on grade level by May 2022; 75% of all 3rd grade students will be at least Approaches or above by May 2022 as evidenced by STAAR and District Level Comprehensive Assessments.

Performance Objective 1: All math instructors and aides will use the instructional scaffolding strategy that includes: Teacher specifying steps necessary to solve problems (CUBES). Teacher modeling the steps in the tasks. Teacher thinking aloud for students to hear thought processes. Teacher providing enough practice with each stage for students to experience success. Teacher using explicit modeling of cognitive and metacognitive strategies for problem solving. Teacher using and reference anchor charts, manipulatives, and supplemental aides. Small group instruction will occur daily.

HB3 Goal

Evaluation Data Sources: Administering of district assessments; Utilizing Universal Screener-Ren360; Conduct walkthroughs and observations utilizing the T-TESS rubrics.

Strategy 1 Details	Reviews			
Strategy 1: To increase student academic performance, teachers will use the 5E model of lesson delivery for students. Students will be engaged with the: Engage, Explore, Explain, Elaborate, and Evaluate aspects of lesson delivery.	**Formative**			**Summative**
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: Students will successfully go through the lesson plan cycle based on well thought out and planned lessons. Students will have opportunities to engage in various learning styles; thus, allowing for more levels of engagement. Higher levels of engagement equates to high academic performance.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Teachers
    TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: All math instructors will conduct guided math daily. Teachers will utilize data from District Level Assessments and the Universal Screener-Ren360 to establish groupings that target specific math skill deficits of students. An additional 45 minutes every other day will address skill gaps. Students will complete 60 minutes or 2 lessons per week of Imagine Math.	**Formative**			**Summative**
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: Skill gaps will close and students will be able to apply learned skills to appropriate grade level tasks.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Teachers, Students
    TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: 100% of all students will participate in District Common Assessments and Universal Screener. 100% of all math instructors will be trained on the proper utilization of data to inform instruction. 100% of all math instructors will participate in data analysis meetings. All students will engage in data tracking.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will be able to use data to target learning gaps. Teachers will inform instruction to fill in those gaps. Students will also have knowledge of their learning and will employ strategies to correct learning gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Reading-K-5: By May of 2022, 75% of all K-2nd Grade students will be performing on or above grade level as evidenced by the MAP assessment. 3rd-5th Grade STAAR results will render at least 75% of the students will score at least Approaches or above.

Performance Objective 1: Adhere to the Ector County ISD curriculum documents as well as the current reading adoptions. Incorporate elements of a Balanced Literacy to include: Read Aloud with tagged questioning; Guided Reading; Shared Reading; Independent Reading with tasks; Writing; and Phonics and Word Study.

HB3 Goal

Evaluation Data Sources: Campus wide-We will use District Level Assessment and Universal Screener Ren360 to inform instruction. Monitoring of these practices will be guided by the criteria defined in the T-TESS Rubric.

Strategy 1 Details	Reviews			
Strategy 1: 100% of all Reading Instructors will be trained on the utilization of the Ector County ISD curriculum documents. 100% of all teachers will be trained on the current reading adoption. Teachers will create lesson mainly based around the district curriculum documents and reading adoptions. Administrators will participate in planning sessions. Administrators will provide coaching and development around this strategy.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will be able to meet the unique learning needs of the students. Teachers will be able to remedy any reading deficits. This will allow for improved reading skills which will result in higher performance on assessments.				
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Teachers				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Strategy 2 Details	Reviews			
Strategy 2: All students will take the Universal Screener. All teachers will be trained on guided reading and will execute guided reading daily. Teachers will be trained on creating high yield workstations that will supplement the needs of a Balanced Literacy Classroom. Students will read text on their level. Teacher will conduct progress monitoring every two to three weeks depending on student tier. Students will be Tiered for 45 minutes Knight's Round Table Intervention at least three times per week. High Performing Students will work with STEAM Readers (Critical Thinking, High Vocabulary Instruction), Medium Performing Students will work with Leveled Literacy Intervention, and Below Performing Students will work with Leveled Literacy Intervention and tutors.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will receive individual attention based on their identified strengths and weaknesses. This will allow students to meet state criteria on the STAAR examination.				
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Teachers, Students				
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: 100% of all staff members will become familiar with the L.B. Johnson Elementary Writing plan. 100% of all instructional staff will be trained on high yield writing and grammar skills. Writing committees will be formed based on grade levels. Students will be provided a writing prompt every two weeks. Writing will be evaluated by committee, teachers will provide coaching and feedback to students. Samples will be placed in growing portfolio.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will become fluent writers. This will transfer over to the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students, Writing Committee. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Math K-5: By May 2022, 75% of K-5th Grade students will show growth on MAP assessments from the previous school year. By May of 2022, at least 75% of all students taking the STAAR Math in 3rd-5th Grade will score Approaches or above.

Performance Objective 1: All math instructors will use the instructional scaffolding strategy that includes: Teacher specifying steps necessary to solve the problem. Teacher modeling the steps in the task. Teacher thinking aloud for students to hear thought process. Teacher providing enough practice with each stage for students to experience success. Teacher uses explicit modeling of cognitive and metacognitive strategies for problem solving. Use and reference of anchor charts, manipulatives, and supplemental aides.

Evaluation Data Sources: Formative and Summative data, Administer District Level Assessments, Universal Screener Ren360 Data, Exit Tickets, Observations, Walkthroughs, PLC Behaviors.

Strategy 1 Details	Reviews			
Strategy 1: 100% of all math instructors will be trained by Vontoure Math Consultants as well as the district math curriculum department on effective lesson planning that reaches all students. Administrators will vet all lesson plans and look for essential elements that addresses the 5E lesson cycle.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teacher will provide students with rigorous instruction that addresses the TEKS in multiple ways. This will ensure that all students have access to the curriculum. This in turn will improve student engagement which is connected to improved test scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Math K-5: By May 2022, 75% of K-5th Grade students will show growth on MAP assessments from the previous school year. By May of 2022, at least 75% of all students taking the STAAR Math in 3rd-5th Grade will score Approaches or above.

Performance Objective 2: Requisite solving of open-ended response word problems and foundational math needed to work on the current TEKS during the first 10 minutes of class daily. Also, 45 minutes of intervention will be provided for students at least 2 to 3 times per week.

Evaluation Data Sources: Formative and Summative Data, District Assessments, Universal Screener Ren360, Math Writing Samples

Strategy 1 Details	Reviews			
Strategy 1: 100% of all math instructors will be trained on problem solving strategies. Math instructors will use strategies on a daily basis. Teachers will provide students with opportunities for open-ended word problems throughout the week. Daily, students will complete a prerequisite and spiral warm up activity based on assessment data for the first 10 minutes of class. All students will engage in 60 minutes of Imagine Math or 2 successful lessons per week. Teachers will use Median Skills Report to prepare lessons for intervention.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will be able to address skills gaps. Teacher will also be able to assess students cognitive abilities through their writing within the open-ended questioning. Students will be working on activities based on their individual needs. These strategies will produce efficacy in math which in turn will improve academic outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students, Parents **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Math K-5: By May 2022, 75% of K-5th Grade students will show growth on MAP assessments from the previous school year. By May of 2022, at least 75% of all students taking the STAAR Math in 3rd-5th Grade will score Approaches or above.

Performance Objective 3: Teachers will collaborate during PLC for every District Level Assessment, Universal Screener administration, and additional multiple measures for comprehensive data analysis. During data analysis, specific attention will be given to: attendance, grade specific, subpopulation, Domain 1, 2, and 3 will be constantly revisited along with the Campus Improvement Plan.

    Evaluation Data Sources: Formative and Summative Data, PLC documents, District Level Assessment, Universal Screener Ren360

Strategy 1 Details	Reviews			
Strategy 1: 100% of all students will participate in the District Level Assessments and Universal Screener Ren360. 2. 100% of all teachers will be trained on how to build reports-specifically the Progression Standards Reports and the Leadership Report Cards. 3. 100% of teachers will participate in data analysis meetings after each major assessment. 4. All students will engage in data tracking.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: When teachers know students strengths and weaknesses, they will be able to act upon these strengths and weaknesses by providing high impact instruction. With this strategy, teachers will be able to fill in the learning gaps. This will improve academic achievement which in turn will improve test scores.
 	
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Teachers, Students
 	
    TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: By May of 2022, L.B. Johnson Elementary School will increase attendance percentage to 97%.

Performance Objective 1: Daily attendance rates by grade level and total school will be reviewed. Daily calls to parents questioning attendance and reminding parents of the importance of attendance will be conducted.

Evaluation Data Sources: Daily attendance rates

Strategy 1 Details	Reviews			
Strategy 1: 100% of all instructional staff will conduct attendance on or before ADA time daily. Counselor will phone parents of absent students daily reminding the parents of the importance of attendance. Attendance meetings will be conducted for parents of students that show a pattern of tardiness and absences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Parents will adjust and ensure that students report to school on time and consistently. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: By May of 2022, L.B. Johnson Elementary School will increase attendance percentage to 97%.

Performance Objective 2: Weekly attendance rates by grade level and total school will be reviewed by attendance committee, every week, in addition to students with more than three absences per month.

    Evaluation Data Sources: Principal, Assistant Principal, Counselor, SIR Clerk

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will provide weekly reports by each grade level to administrators on Fridays. The attendance clerk will discuss with administrators students that have shown attendance concerns every Friday. The attendance clerk will create a folder for each student that shows attendance concerns. Letters will be sent to parents regarding the importance of attendance. Parents will sign letters and return letters to campus. If issue persists, parent, attendance clerk, and administrator will have an attendance meeting.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: These actions will result in higher attendance rates. Parents will have an accountability piece. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, SIR Clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: By May of 2022, L.B. Johnson Elementary School will increase attendance percentage to 97%.

Performance Objective 3: Monthly attendance rates by grade level and total school will be reviewed by attendance committee, in addition to a list of students with more than three absences per month. Perfect attendance incentives per grading cycle.

    Evaluation Data Sources: These actions will produce higher student attendance.

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will provide monthly reports by each grade level to administrators on the last day of the month. The attendance clerk will discuss with administrators students that have shown attendance concerns with three or more absences at the end of the month. Mandatory attendance meeting will be conducted with student, parent, administrator, teachers, and attendance clerk. Students will be placed on an attendance contract. Students that show perfect attendance will receive a certificate and award monthly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: These actions will result in higher attendance rates. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Counselor, SIR Clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 6: By May 2022, 5% of Special Education students will perform at Masters, 35% of Special Education students will perform at Meets, and 45% of Special Education students will perform at Approaches. 75% of Special Education students will show academic achievement growth.

Performance Objective 1: Include most students who receive special education services in the tiered general education classroom with small class sizes. Ensure that there are instructional staff to conduct small group instruction daily.

HB3 Goal

Evaluation Data Sources: Multiple Measures of Data; Observations and Walkthroughs; SPED PLC Behavior

Strategy 1 Details	Reviews			
Strategy 1: 98% of all special education students will be mainstreamed and support within the general education classrooms. 100% of all teachers will be provided with updated Individual Education Plans (IEPs) before the first week of school. The campus will schedule learning labs with individual teachers about students within their classes. Teachers will plan lessons that are aligned to the needs of the individual students' needs. Students will receive small group instruction at least four times per week based on assessment data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: These measures will result in more oversight and attention to SPED students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Special Education Teachers and Aides, General Education Teachers, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: By May 2022, 5% of Special Education students will perform at Masters, 35% of Special Education students will perform at Meets, and 45% of Special Education students will perform at Approaches. 75% of Special Education students will show academic achievement growth.

Performance Objective 2: Administer regular rigorous assessments while providing appropriate accommodations for students to gain stamina, confidence, and skills with standardized test. Computer utilization, supplemental aides, and manipulatives embedded within lesson planning and lesson execution.

HB3 Goal

Evaluation Data Sources: Assessments, IEPs, Manipulative Usages, Supplemental Aide Documentation.

Strategy 1 Details	Reviews			
Strategy 1: 100% of all special education students will participate in assessments. 100% of all special education students will be provided with the proper accommodations during assessments. Students will be provided with manipulatives and supplemental aides during assessments. Teachers will determine if students should take a paper based assessment or computer based assessments by conducting preference surveys and observation of student behavior when taking assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Special Education students will have tools to ensure that they are on a level field with general education students. Students will start to show growth and development as evidenced by assessment data. When the needs of special education students are met, these students show growth and development. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Special Education Teachers and Aides, General Education Teachers, **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: By May 2022, 5% of Special Education students will perform at Masters, 35% of Special Education students will perform at Meets, and 45% of Special Education students will perform at Approaches. 75% of Special Education students will show academic achievement growth.

Performance Objective 3: Ensure that assistive technology, manipulatives, calculators, supplemental aides are embedded within all lessons. Ensure that 100% of all SPED students are provided with a peer tutor and adult mentor.

HB3 Goal

Evaluation Data Sources: Assistive Technology Reports, Manipulatives Checkout Logs, Calculators Usage, Supplemental Aides Usage, T-TESS data

Strategy 1 Details	Reviews			
Strategy 1: Content leaders will train 100% of all teachers on the use of assistive technology, manipulatives, calculators, and supplemental aides. 100% of all teachers will incorporate assistive technology, manipulatives, calculators, and supplemental aides within their lesson plans and lesson execution. Administrators will conduct walkthroughs and observation of the use of assistive technology, manipulatives, calculators, and supplemental aides and document usage and effectiveness within T-TESS.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Special Education students will have tools to ensure that they are on a level field with general education students. Students will start to show growth and development as evidenced by assessment data. When the needs of special education students are met, these students show growth and development. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Special Education Teachers and Aides, General Education Teachers, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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