

Mineola Independent School District

Mineola Primary School

2019-2020 Goals/Performance Objectives/Strategies



Table of Contents

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Goals | 3 |
| Goal 1: Provide an exemplary instructional program for all students that promotes successful post secondary college and career readiness while eliminating the opportunity gap. (Educational Excellence) | 3 |
| Goal 2: Provide a safe and secure learning environment. (Safety) | 6 |
| Goal 3: Recruit, develop, and retain excellent employees who are focused on quality service to our students and their families. (Highly Qualified Staff) | 8 |
| Goal 4: Increase partnerships and engagement with staff, parents, students and patrons of Mineola ISD. (Communications and Community Involvement) | 9 |
| Goal 5: Operate in an efficient and effective manner to be good stewards of available resources. (Fiscal and Operational Management) | 11 |
| Comprehensive Support Strategies | 13 |

Goals

Goal 1: Provide an exemplary instructional program for all students that promotes successful post secondary college and career readiness while eliminating the opportunity gap. (Educational Excellence)

Performance Objective 1: The percentage of students in grades K-2 who are on or above grade level in reading and math will increase by 10% from October to May 2020.

Evaluation Data Source(s) 1: Running Records, MAP for reading and math

Summative Evaluation 1:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------|-----|-----|
| | | | | Nov | Mar | May |
| Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) Guided reading for all students, reading intervention for kindergarten through second grade, math intervention in the classroom for reteach to mastery | 2.4, 2.5, 2.6 | Faculty Principal Assistant Principal Intervention Teachers | Monitoring of all students, and students in intervention services each grading period | | | |
| | | | | | | |
| Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 2) Head Start and Pre-K will be provided for students at-risk | 2.4, 2.5, 2.6 | Principal Assistant Prinicpal | Enrollment and demographic information regarding Head Start and Pre-K students | | | |
| | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------|-----|-----|
| | | | | Nov | Mar | May |
| Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levels Level 5: Effective Instruction 3) Professional Learning Communities will meet weekly to effectively plan each content area, disaggregate data and identify instructional improvements | 2.4, 2.5, 2.6 | Faculty Principal Assistant Principal | School Schedule and PLC minutes | | | |
| | | | | | | |
| Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levels Level 4: High-Quality Curriculum Level 5: Effective Instruction 4) Students in grades PK-2 will be provided accelerated Balanced Literacy Instruction in a small group setting to ensure readiness on reading level assessments | 2.4, 2.5, 2.6 | Faculty Principal Assistant Principal | Enrollment of students in Reading Intervention Specialist program, lesson plans from RIS, and end of year student summaries | | | |
| | | | | | | |



= Accomplished



= No Progress



= Discontinue

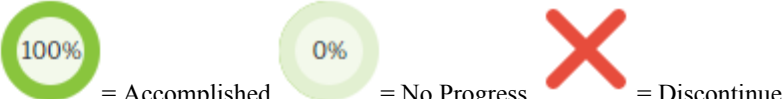
Goal 1: Provide an exemplary instructional program for all students that promotes successful post secondary college and career readiness while eliminating the opportunity gap. (Educational Excellence)

Performance Objective 2: 10 percent improvement on reading level assessments for the following subgroups: African American, Hispanic, ESL and Economically Disadvantaged

Evaluation Data Source(s) 2: Running Records to attain instructional level and MAPS for reading and math - BOY, MOY, EOY

Summative Evaluation 2:

Targeted or ESF High Priority

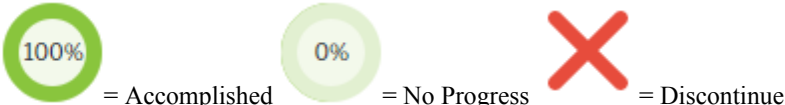
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------|-----|-----|
| | | | | Nov | Mar | May |
| Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) Students in grades K-2 will be provided with specific, prescribed literacy instruction and interventions | 2.4, 2.5, 2.6 | Faculty Principal Assistant Principal | Lesson plans, RtI schedules, RtI meetings once a six weeks | | | |
| Funding Sources: 199.... Local - 0.00 | | | | | | |
| Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Professional Development opportunities will focus on differentiated instruction, SIOP, math instruction, and writing | 2.4, 2.5, 2.6 | Principal Assistant Principal | PLC meetings, Professional Development Week agenda, SIOP training sign-in sheets, Faculty meetings and agendas | | | |
| 3) Homebound services will be provided as needed | | Principal | Number served | | | |
|  | | | | | | |

Goal 2: Provide a safe and secure learning environment. (Safety)

Performance Objective 1: Increase the use of positive behavior interventions

Evaluation Data Source(s) 1: Create and incorporate PBIS plan on campus with all students.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------|-----|-----|
| | | | | Nov | Mar | May |
| Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Character building lessons, including Bullying prevention, conflict resolution and drug and violence awareness, to be provided at each grade level to build more positive behaviors | 2.5, 2.6 | Faculty Principal Assistant Principal Counselor | 2 character education lessons in each class each 9 weeks. | | | |
| TEA Priorities Improve low-performing schools 2) Consistent guidelines for behavior established and post throughout entire school | 2.6 | Faculty Principal Assistant Principal | | | | |
| TEA Priorities Improve low-performing schools 3) Celebration of student behaviors through recognition and celebrations | | Faculty Principal Assistant Principal | Little Jackets of the Week Yellowjacket Rewards 9 weeks celebrations for all Es in conduct and perfect attendance | | | |
|  | | | | | | |

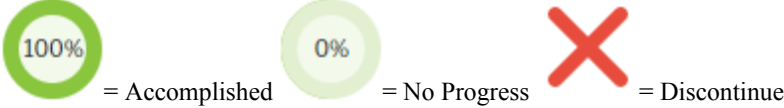
Goal 2: Provide a safe and secure learning environment. (Safety)

Performance Objective 2: Meet the safety and security needs of students and staff

Evaluation Data Source(s) 2: Standard Response Protocol will be distributed to parents, students, and classroom teachers. Teachers and administration will continue to implement the SRP and participate in drills.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------|-----------------------------------------------------------------------------------|-------------------|-----|-----|
| | | | | Nov | Mar | May |
| 1) Campus personnel will contact parents when students are absent | 2.6 | Office Staff Faculty Principal | Documentation of contact | | | |
| 2) Partner with the Mineola Police Department and Fire Department in an effort to assure a safe learning environment | 2.5 | Principal Faculty | Documented visits from Fire and Police Department in lesson plans and field trips | | | |
| 3) Recognize students with perfect attendance to increase awareness of attendance and academic achievement | 2.5 | Principal Faculty | Increase in student attendance from 2018-2019. | | | |



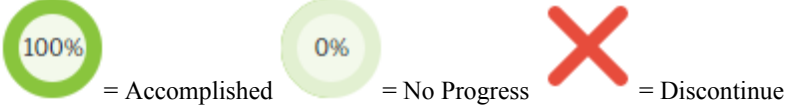
100% = Accomplished 0% = No Progress X = Discontinue

Goal 3: Recruit, develop, and retain excellent employees who are focused on quality service to our students and their families. (Highly Qualified Staff)

Performance Objective 1: 100 percent of Mineola Primary School's faculty and staff will be highly qualified

Evaluation Data Source(s) 1: All teachers will have current teaching certificates in their teaching field.

Summative Evaluation 1:




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|------------------------------------------------------------|-------------------|-----|-----|
| | | | | Nov | Mar | May |
| 1) Post vacancies to actively recruit highly qualified applicants | 2.6 | Principal | Postings on Region VII website and School District website | | | |
| TEA Priorities Recruit, support, retain teachers and principals 2) Annually review teacher certifications, service records, and paraprofessional training to ensure all meet highly qualified standards | 2.6 | Principal | All teachers meet highly-qualified status | | | |
|  | | | | | | |

Goal 4: Increase partnerships and engagement with staff, parents, students and patrons of Mineola ISD. (Communications and Community Involvement)

Performance Objective 1: 20 percent increase in on-campus parent activities

Evaluation Data Source(s) 1: Provide opportunities for parents to volunteer and participate in school activities.

Summative Evaluation 1:

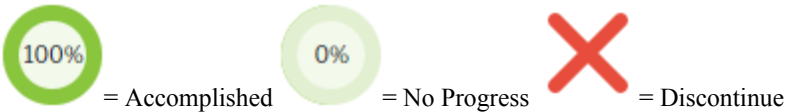
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------|-----------------------------------|-------------------|-----|-----|
| | | | | Nov | Mar | May |
| Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Develop and implement parent involvement nights | 3.2 | Faculty Principal | Sign-in Sheets from parent nights | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 4: Increase partnerships and engagement with staff, parents, students and patrons of Mineola ISD. (Communications and Community Involvement)

Performance Objective 2: Increase communications with parents and community members

Evaluation Data Source(s) 2: Utilize social media accounts, Skyward Messenger, and Campus Website to communicate campus news and upcoming events.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------|----------|-------------------------------|-----------------------------------------|-------------------|-----|-----|
| | | | | Nov | Mar | May |
| 1) Keep social media, website and calendar up to date with latest information about Mineola Primary School | 3.2 | Staff Faculty Principal | Number of people who visit the website, | | | |
| Funding Sources: 199.... Local - 1825.00 | | | | | | |
|  | | | | | | |

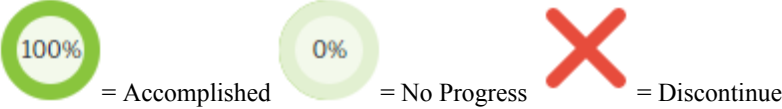
Goal 5: Operate in an efficient and effective manner to be good stewards of available resources. (Fiscal and Operational Management)

Performance Objective 1: Operate within the established budget for the 2019-2020 school year

Evaluation Data Source(s) 1: Monitor the 2019-2020 budget to ensure the campus is staying within allotments and showing fiscal responsibility with steward dollars.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------|----------|----------------------|---------------------------------------------------|-------------------|-----|-----|
| | | | | Nov | Mar | May |
| 1) Check all purchase request forms before ordering materials | 2.6 | Faculty Principal | Signatures of all approving personnel | | | |
| 2) Accumulate resources for off setting the cost of materials outside of the 2019-2020 budget | 2.6 | Faculty Principal | Fundraisers, purchase orders using activity funds | | | |
| 3) Campus site-based decision making team will meet to discuss the budget | 2.6 | Principal | CIPC agendas and minutes | | | |



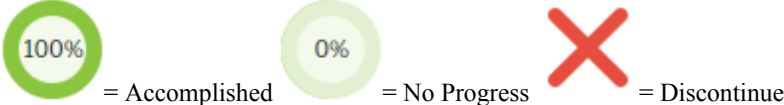
100% = Accomplished 0% = No Progress X = Discontinue

Goal 5: Operate in an efficient and effective manner to be good stewards of available resources. (Fiscal and Operational Management)

Performance Objective 2: Maintain Mineola Primary School's facility

Evaluation Data Source(s) 2: With facility director work together to maintain campus building and classrooms.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------|------------------------------------------------------|-------------------|-----|-----|
| | | | | Nov | Mar | May |
| 1) Respond to maintenance needs in a timely manner | | Principal Facility Director | Documentation of maintenance needs and response time | | | |
| 2) Dedicate two walkthroughs a year with Superintendent or Facility Director to identify needs and develop strategies for on-going maintenance | | Superintendent Facility Director Principal | Documentation of walkthroughs | | | |
|  | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 1 | 1 | Guided reading for all students, reading intervention for kindergarten through second grade, math intervention in the classroom for reteach to mastery |
| 1 | 1 | 2 | Head Start and Pre-K will be provided for students at-risk |
| 1 | 1 | 3 | Professional Learning Communities will meet weekly to effectively plan each content area, disaggregate data and identify instructional improvements |
| 1 | 1 | 4 | Students in grades PK-2 will be provided accelerated Balanced Literacy Instruction in a small group setting to ensure readiness on reading level assessments |
| 1 | 2 | 1 | Students in grades K-2 will be provided with specific, prescribed literacy instruction and interventions |
| 1 | 2 | 2 | Professional Development opportunities will focus on differentiated instruction, SIOP, math instruction, and writing |
| 2 | 1 | 1 | Character building lessons, including Bullying prevention, conflict resolution and drug and violence awareness, to be provided at each grade level to build more positive behaviors |
| 4 | 1 | 1 | Develop and implement parent involvement nights |