Mineola Independent School District

Mineola Elementary School

2019-2020 Goals/Performance Objectives/Strategies

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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: Develop an aligned instructional program focused on consistent and viable curriculum for all learners.

> **Evaluation Data Source(s) 1:** Increased use of the professional learning community (PLC) process to focus professional planning and student level interventions centered on GROWTH FOR ALL LEARNERS.

> **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 **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 1) Restructure master schedule to include a dedicated 90 minutes of PLC time weekly.		Principal Asst. Principal Lead Teachers	-Consistent implementation of PLC protocols -Consistent monitoring of student progress -Consistent and Timely development of interventions.			
		Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1				

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 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Teachers will be required to document all Tier 2 and Tier 3 Interventions in ESPED.	2.4, 2.5, 2.6	Principal, RTI Interventionists	-Consistent implementation of Tier 2 and Tier 3 Interventions - Application of Interventions consistent with Priority of Need.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) All math and reading teachers will write state aligned common mastery checks and perform the common mastery check with their classes at the conclusion of each unit.	2.4	Classroom Teachers, Instructional Team Leaders, Instructional Coaches	Teachers will be able to more consistently progress monitor student learning in small intervals as they implement their grade level curriculum.			
		Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2				

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Campus performance for STAAR was lower in all math and reading tested areas as compared to the previous year's performance. **Root Cause 1**: Common Assessments were not routinely given and analyzed. Priority was given to more universal measures with less frequency of administration.
Problem Statement 2: Student Growth as Measured by Domain II showed fewer students demonstrating at least one year's growth in 4th and 5th grade. **Root Cause 2**: The school-wide intervention system in place the previous year was removed from the schedule in order to add more instructional time back into the general education time.

Curriculum, Instruction, and Assessment
Problem Statement 1: Insufficient time to work as a PLC that consistently meets to review data and designs plans for interventions. **Root Cause 1**: The master schedule of PLC was tied to district PD days only.
Problem Statement 2: Math and Reading departments did not consistently implement and analyze common assessments. **Root Cause 2**: Since there were multiple assessments and data sources available, educators feared that assessment time was greater than instruction time - therefore they were seeking to create a balance.

School Context and Organization

Problem Statement 1: PLC teams are in various stages of implementing the PLC process to its fullest capacity. **Root Cause 1**: PLC teams lacked sufficient time to consistently meet and often lacked focus & direction to be self-sufficient.

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: The percentage of students in grades K-8 who are on or above grade level in reading and math will increase by 3% in 2019 towards 10% increase by 2020, using multiple measures such as MAP, STAAR, and Running Records

Evaluation Data Source(s) 2: Increase the number of students demonstrating individualized growth with each administration of MAP from BOY to 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** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Utilizing student performance data and classroom observations the campus principal and literacy coach will develop a targeted support plan for ELAR teachers in need of instructional assistance.	2.4, 2.5, 2.6	Principal, Literacy Coach	- Implementation of best practices in Reading to ensure students are progressing at a rate that demonstrates at least a year's worth of growth.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
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Comprehensive Support Strategy **Targeted Support Strategy** **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 5: Effective Instruction 2) Utilizing student performance data and classroom observations the campus principal and math coach will develop a targeted support plan for MATH teachers in need of instructional assistance.		Principal, Math Coach	- Consistent implementation of best practices in math instruction. - Consistent implementation of RIGOROUS instruction that ensures at least a year's worth of growth for each student.			
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) 100% MES teachers will be trained in SIOP strategies and obtain ESL certification within their first year of joining the district.	2.4, 2.6	Principal, Asst. Principal, Curriculum Director, ESL teacher	Increased professional competencies will increase student performance when strategies are implemented with consistency.			
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Implement a fall reading and math after school program focused on ensuring individualized growth for all.	2.4, 2.5, 2.6	Classroom Teachers, Asst. Principal, Principal	Increase the percentage of students achieving the MASTERS and MEETS ratings on STAAR.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
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 5) Math and reading teachers will utilize a campus data protocol to analyze student level performance on all common mastery checks administered throughout the year. The data protocol will include - -Standards Analysis -Instructional Strategies Analysis as well as Student Level Action Planning	2.4, 2.5, 2.6	Grade Level Leads, Instructional Coaches, Campus Administration	The percentage of students performing at or above grade level in reading and math will increase due to consistent review of student data and instructional practices.			

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

Goal 2: Prepare our students for the challenges of the 21st century with unique learning opportunities that utilize technology, engaging instructional practice, and quality co-curricular and extra-curricular programs. (Innovation and Technology)

Performance Objective 1: Implement activities to become a 21st Century technology school district.

Evaluation Data Source(s) 1: Evidence of through software program usage reports, disciplinary reports involving inappropriate technology usage, and professional development documentation for staff.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
Comprehensive Support Strategy 1) Implement Guidance and Counseling Lessons focused on - Internet Safety Cyber-Bullying Digital Footprint Digital Responsibility Training		Guidance Counselor, Teachers	Students will be able to self-manage their technology in a responsible manner. Office referrals for technology related issues will reduce.			
TEA Priorities Improve low-performing schools 2) Teachers will implement the use of SEESAW as a student portfolio of learning accessible to students, teachers and parents	2.4, 2.6, 3.1, 3.2	Teachers	-Utilization of 1:1 technology to document student learning			
TEA Priorities Recruit, support, retain teachers and principals 3) Teachers will be provided multiple opportunities for face to face professional development on Instructional Technology Resources and Effective Implementation of Instructional Technology. Suggested Training Structures: - Mini Technology Con - EdCamp Day Focused on Technology -Google Classrooms for Self-Paced Instructional Technology Support		Campus Instructional Media Specialist	Teacher's confidence and professional capacity to implement instructional technology on a daily basis in the classroom will increase.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 3: Provide a safe and secure learning environment with state of the art facilities and resources. (Safety)

Performance Objective 1: Meet the safety and security needs of students and staff including the teaching and encouraging of positive schoolwide behavior.

    Evaluation Data Source(s) 1: Evidence of reduction of discipline issues resulting in a safe and positive environment conducive to academic success.

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Mar**	**May**
1) Continue the Consistent Implementation of A School - Wide Positive Behavior Supports to include: -The Jacket Motto -The 3 R's -Common Area Expectations and Lesson Plans -School-Wide Attention Signal -School-Wide Positive Reinforcement System -School Wide Student Recognition Plan		Principal, Counselor, Teachers	Reminders to parents, observation			
		Problem Statements: School Culture and Climate 1, 2				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 2) Hire & Train a Behavior Support Specialist to support behavioral needs that interfere with the learning environment.	2.4, 2.5, 2.6	Principal, Asst. Principal, Counselor,	-Improved classroom behavior -Increased instructional time due to fewer removals - Increased time for instructional leadership actions			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
3) Conduct internal audits to ensure safety and security measures are being implemented with fidelity. Audits to include checks : -All Staff Wearing Badges to Scan Into building -Recess Zone Properly Staffed and Supervised -Cafeteria Doors Remain Locked -Standard Response Protocol practiced monthly -Scanning ID of all Visitors & Sign-Outs -Students Dismissed to Car Tags Only -All Classrooms have up to date emergency maps & emergency supplies		Principal, Asst. Principal, Safety Committee, SRO	-Improved staff awareness and correct response to security situations. -Improved situational awareness and confidence in responding during crisis.			
100% = Accomplished		0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: With increased safety measures in place, there is need for parent/student training and consistent implementation of those safety expectations. **Root Cause 1**: Safety features are a change for the community.
Problem Statement 2: Teachers express that they do not feel equipped to handle some of the Social Emotional / Emotional Disturbance needs that our students come with. **Root Cause 2**: Lack of training and exposure to severe needs.

Goal 4: Recruit, develop, and retain excellent employees who are part of the Mineola community and who are focused on quality service to our students and their families. (Highly Qualified Staff)

Performance Objective 1: Professional Development activities will be provided to maintain Highly Qualified status.

Evaluation Data Source(s) 1: The number of teachers participating in professional development

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers 1) Provide mentor teams for new teachers to retain and support highly qualified teachers.		Principal	- New teachers will report that they feel supported and able to successfully meet the needs of all learners.			
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Teachers will be provided opportunities to attend training on district designated initiatives such as: -Comprehensive Writing Instruction -Balanced Literacy instruction -ELL Instructional Strategies -Inclusive Practices for Special Education Learners -Blended Learning		Principal, Curriculum Director	Certificates, walkthroughs			
100% = Accomplished 0% = No Progress ❌ = Discontinue						

Goal 5: Increase partnerships and engagement with staff, parents, students, and patrons of Mineola ISD. (Communications and Community Involvement)

Performance Objective 1: Provide an increased number of parental and community involvement opportunities.

Evaluation Data Source(s) 1: An increased number of parents and community members involved in attendance at events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Continue to provide consistent and on-going parent communication in a variety of modalities - -Remind -Facebook Posts & Videos -Facebook Live Events -Web-site Pages -Campus Take Home Notes	3.1, 3.2	Principal. Counselor. Teachers.	-Increased Parent Involvement			
	Funding Sources: 199.... Local - 1825.00					
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 2) Host at least one parent involvement event per month. Parent Involvement Activities such as - -Meet the Teacher Night -9 Weeks Awards Assemblies -Parent Conference Days -Family Book Fairs -Cyber-Bullying -Coffee Chats w/ Principal -Parenting with Love and Logic -Fine Arts / Music Showcase -Color Run	3.1, 3.2	Teachers. Principal. Counselor.	- Increased Parent involvement			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
3) Offer bilingual translation for all family engagement opportunities such as - -parent teacher conferences -parent meetings -parent engagement nights -disciplinary meetings -ARD/504 meetings		Principal, Asst. Principal, Counselor, Teachers	Increased parent involvement from our non-english speaking community.			

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Goal 6: Operate in an efficient and effective manner to be good stewards of available resources. (Fiscal and Operational Management)

Performance Objective 1: Prepare and complete a plan for budget that reflects fiscal responsibility.

Evaluation Data Source(s) 1: Staff participation in the budget process.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Mar	May
1) Principal will approve and submit campus level purchase level requisitions.		Principal	- Ensure funds are being allocated to campus priority needs.			
2) Principal will require that staff members denote how the purchase requests submitted directly connect to campus goals or strategies.		Principal	- Ensure funds are being allocated to campus priority needs.			
3) 3) Requests for Professional Development days away from instructional time will only be approved when - -they are 100% aligned to a specific campus goal (ELL, Writing, Blended) -the cost factor associated with a missed instructional day is justified by - 1. Immediate Impact to Instruction (Quick Turn - Around and Implementation) 2. Trainer of Trainer Model is utilized (Attendee is expected to turn training around back on campus)		Principal, Teachers	Decreased days out of the classroom, more direct instructional days improve student performance.			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Restructure master schedule to include a dedicated 90 minutes of PLC time weekly.
1	1	2	Teachers will be required to document all Tier 2 and Tier 3 Interventions in ESPED.
1	2	1	Utilizing student performance data and classroom observations the campus principal and literacy coach will develop a targeted support plan for ELAR teachers in need of instructional assistance.
1	2	2	Utilizing student performance data and classroom observations the campus principal and math coach will develop a targeted support plan for MATH teachers in need of instructional assistance.
1	2	3	100% MES teachers will be trained in SIOP strategies and obtain ESL certification within their first year of joining the district.
2	1	1	Implement Guidance and Counseling Lessons focused on - Internet Safety Cyber-Bullying Digital Footprint Digital Responsibility Training
3	1	2	Hire & Train a Behavior Support Specialist to support behavioral needs that interfere with the learning environment.
4	1	2	Teachers will be provided opportunities to attend training on district designated initiatives such as: -Comprehensive Writing Instruction -Balanced Literacy instruction -ELL Instructional Strategies -Inclusive Practices for Special Education Learners - Blended Learning
5	1	2	Host at least one parent involvement event per month. Parent Involvement Activities such as - -Meet the Teacher Night -9 Weeks Awards Assemblies -Parent Conference Days -Family Book Fairs -Cyber-Bullying -Coffee Chats w/ Principal - Parenting with Love and Logic -Fine Arts / Music Showcase -Color Run