

# Goals/Performance Objectives/Strategies Basic

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

**Performance Objective 1: LANGUAGE ARTS:** By the end of the 2023-2024 school year, 90% of kindergarten, 80% of first grade, and 80% of second grade students will exhibit foundational reading skills as measured by a composite score of on grade level or above on mClass end-of-year assessments.

## High Priority

**Evaluation Data Sources:** mClass end-of-year assessment  
mClass progress monitoring  
Mastery of essential standards for reading

| Strategy 1 Details   |
|--|
| <b>Strategy 1:</b> Use of reading coach and reading interventionist (20% of time) to provide training and support for K-2 teachers during PLC Goal Team meetings, grade level planning, and one-on-one professional coaching and modeling as needed<br><br><b>Title I:</b><br>2.4, 2.6 |
| Strategy 2 Details   |
| <b>Strategy 2:</b> Frequent progress monitoring of foundational skills through mClass based on level.<br>Above level - once a semester, on level - monthly, below level - every two to three weeks<br><br><b>Title I:</b><br>2.4, 2.6<br>- Targeted Support Strategy                   |
| Strategy 3 Details   |
| <b>Strategy 3:</b> Word study portion of Reading Workshop curriculum will be implemented daily for a minimum of 20 minutes per day in all kindergarten, first, and second grade classrooms to ensure phonics instruction is solid.   |

**Strategy 4 Details****Strategy 4:** Use of reading interventionist to serve Tier 3 students.**Title I:**

2.6

**Funding Sources:****Resources Needed:** Interventionist salary

| Fund Source           | Account Code | Amount |
|-----------------------|--------------|--------|
| 211 - Title 1, Part A |              |        |

**Strategy 5 Details****Strategy 5:** Use of part-time tutor to serve Tier 2 students**Title I:**

2.6

**Funding Sources:****Resources Needed:** Funds for tutor

| Fund Source                 | Account Code | Amount     |
|-----------------------------|--------------|------------|
| 199 - State Compensatory Ed |              | \$9,500.00 |

**Strategy 6 Details****Strategy 6:** Training on guided reading and shared reading best practices and implementation**Title I:**

2.4

**Strategy 7 Details****Strategy 7:** Guided reading and shared reading daily in all kindergarten, first, and second grade classrooms**Title I:**

2.4

**Strategy 8 Details****Strategy 8:** Implementation of Fundamental Five strategies in all language arts classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing.**Strategy 9 Details****Strategy 9:** Prekindergarten teacher will monitor letter recognition skill of students and provide intervention as needed to ensure students enter kindergarten knowing the majority of the capital and lower case letters.

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**Performance Objective 2: LANGUAGE ARTS:** By the end of the 2023-2024 school year, 90% of third, fourth, and fifth grade students will show mastery of their grade level essential standards for reading as measured by campus and district assessments.

**Evaluation Data Sources:** Campus and district assessments  
Interim assessments

| Strategy 1 Details  |
|---|
| <b>Strategy 1:</b> Frequent progress monitoring of essential standards for reading using test passages and teacher-created assessments.<br><br><b>Title I:</b><br>2.4   |
| Strategy 2 Details  |
| <b>Strategy 2:</b> Training for all grades 3-5 reading teachers on Reading Progress as a progress monitoring tool   |
| Strategy 3 Details  |
| <b>Strategy 3:</b> Use of Reading Progress in grades 3-5 monthly to monitor student learning.   |
| Strategy 4 Details  |
| <b>Strategy 4:</b> Implementation of Fundamental Five strategies in all language arts classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. |

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**Performance Objective 3: MATHEMATICS:** By the end of the 2023-2024 school year, 85% of kindergarten and 80% of first and second grade students will show proficiency in math as measured by ISIP.

**Evaluation Data Sources:** ISIP

| Strategy 1 Details   |
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| <p><b>Strategy 1:</b> Math Workshop will be implemented with fidelity daily including Number Corner, student use of manipulatives, small group instruction, and spiral review.</p> <p><b>Title I:</b><br/>2.4</p> <p><b>- TEA Priorities:</b><br/>Build a foundation of reading and math</p> |
| Strategy 2 Details   |
| <p><b>Strategy 2:</b> Implementation of Fundamental Five strategies in all math classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing.</p>  |
| Strategy 3 Details   |
| <p><b>Strategy 3:</b> Progress monitoring with monthly ISIP and assignment of targeted objectives in istation</p>  |

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**Performance Objective 4: MATHEMATICS:** By the end of the 2023-2024 school year, 90% of third, fourth, and fifth grade students will show mastery of their grade level essential standards for mathematics as measured by campus and district assessments.

**Evaluation Data Sources:** Campus and district assessments

| Strategy 1 Details  |              |        |
|---|--------------|--------|
| Strategy 1: Frequent progress monitoring of mastery of essential standards  |              |        |
| Strategy 2 Details  |              |        |
| Strategy 2: Daily problem-solving practice  |              |        |
| Strategy 3 Details  |              |        |
| Strategy 3: Implementation of Fundamental Five strategies in all math classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. |              |        |
| Strategy 4 Details  |              |        |
| Strategy 4: Use of math interventionist to work with Tier 3 students  |              |        |
| Title I:<br>2.4   |              |        |
| Funding Sources:  |              |        |
| Resources Needed: Funding for interventionist   |              |        |
| Fund Source   | Account Code | Amount |
| 211 - Title 1, Part A   |              |        |

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

**Performance Objective 5: SCIENCE:** By the end of the 2023-2024 school year, 90% of fifth grade students will show mastery of their grade level essential standards for science as measured by campus and district assessments.

**Evaluation Data Sources:** Campus and district assessments

| Strategy 1 Details   |
|--|
| Strategy 1: Regular progress monitoring of essential standards   |
| Strategy 2 Details   |
| Strategy 2: Implementation of Fundamental Five strategies in all science classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. |

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**Performance Objective 6: INSTRUCTIONAL ALIGNMENT:** By the end of the 2023-2024 school year, instructional strategies in key academic areas will be aligned in all kindergarten through fifth grade classrooms.

**Evaluation Data Sources:** Vertical goal team data  
Walkthroughs

| Strategy 1 Details  |
|---|
| <b>Strategy 1:</b> Align the use of mathematics instructional strategies and tools across grade levels, specifically anchor charts, manipulatives, 100 and 120 chart, number lines, and grid paper.   |
| Strategy 2 Details  |
| <b>Strategy 2:</b> Align the use of the RAP strategy across all kindergarten through fifth grade classrooms to improve critical thinking skills, writing skills, and short constructed responses.     |
| Strategy 3 Details  |
| <b>Strategy 3:</b> Align science instruction in TEKS dealing with natural resources, earth science, and matter/energy, using CER (Claim, Evidence, Reasoning) data to monitor progress.               |
| Strategy 4 Details  |
| <b>Strategy 4:</b> Use of QSSSA strategy across classrooms and grade levels to increase opportunities for purposeful talk for English Learners, students with learning disabilities, and all students |

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**Performance Objective 7: SYSTEMATIC INTERVENTION;** By the end of the 2023-2024 school year, a clear tutoring and intervention plan aligned with the district MTSS plan will be documented and in use.

**Evaluation Data Sources:** Written plan  
MTSS documents  
Intervention data

| Strategy 1 Details  |
|---|
| <b>Strategy 1:</b> Use PDSA cycle to develop plan with coaches and interventionists, set schedules, train staff, implement, review, and adjust. |



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**Performance Objective 8: SPECIAL POPULATIONS:** By the end of the 2023 school year 50% of first through fifth grade English Learners will advance one level in the composite rating of TELPAS.

**Evaluation Data Sources:** TELPAS

| Strategy 1 Details  |
|---|
| <b>Strategy 1:</b> Implementation of Fundamental Five strategies in all classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. |
| Strategy 2 Details  |
| <b>Strategy 2:</b> Regular use of QSSSA strategy in all classrooms  |

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

**Performance Objective 9: COORDINATED SCHOOL HEALTH:** By the end of the 2023-2024 school year, 90% of students in grades 3-5 will meet the standard on the Fitnessgram.

**Evaluation Data Sources:** Fitnessgram results

| Strategy 1 Details   |
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| Strategy 1: Planned and intentional warm-ups with students running         |
| Strategy 2 Details   |
| Strategy 2: Implement exercises including push-ups and curl-ups into games |

**Goal 1: EXCELLENCE IN ACADEMICS:** We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

**Performance Objective 10: ATTENDANCE:** By the end of 2023-2024, average daily attendance will increase form 95% to 97%.

**Evaluation Data Sources:** PEIMS Report  
Monthly Attendance Records

| Strategy 1 Details  |
|---|
| <b>Strategy 1:</b> Teachers call home after three consecutive absences<br>Assistant Principal or counselor call after seven absences<br>Principal calls after seven unexcused absences<br>Truancy letters<br>Truancy filing |
| Strategy 2 Details  |
| <b>Strategy 2:</b> For students with excessive absences and no improvement after above strategies are implemented, Home visits or well checks by Fort Worth police  |

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students and community members to achieve desired results.

**Performance Objective 1: PERSONALIZED GOAL SETTING:** By the end of the 2023-2024 school year, all students in kindergarten through fifth grade will set individual goals and track progress towards those goals as evidenced by the use of personal, individual data folders.

**Evaluation Data Sources:** Evidence of student data folders at K-5.

| Strategy 1 Details   |
|--|
| Strategy 1: In goal teams, teachers will develop goal and data pages for student data folders                                  |
| Strategy 2 Details   |
| Strategy 2: Students will reflect on data folders and track progress towards goals bimonthly or as new data becomes available. |

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students and community members to achieve desired results.

**Performance Objective 2: PROFESSIONAL LEARNING COMMUNITY:** By the end of the 2023-2024 school year, all teachers will work in goal teams within the campus Professional Learning Community to set team and individual student goals, track data for those goals, and adjust instruction and intervention accordingly.

**Evaluation Data Sources:** Goal Team records in campus One Note

| Strategy 1 Details  |
|---|
| Strategy 1: Grade level goal teams will meet weekly during planning period or after school with coach, interventionist, and administration. |

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students and community members to achieve desired results.

**Performance Objective 3: PARENT AND FAMILY ENGAGEMENT:** By the end of the 2023-2024 school year, all components of a Title I campus will be in place, including a written Parent and Family Engagement Plan and School-Parent Compact, and all components of a Title I Campus Improvement Plan.

**Evaluation Data Sources:** Written documents, agendas, sign-in sheets

| Strategy 1 Details  |
|---|
| <b>Strategy 1:</b> Recruit Campus Parent Advisory Council and draft School-Parent Compact and Parent and Family Engagement Plan.<br><br><b>Title I:</b><br>4.1  |
| Strategy 2 Details  |
| <b>Strategy 2:</b> Present drafts of documents at initial annual Title I meeting (repeated the following week) and make revisions based on input.<br><br><b>Title I:</b><br>4.1, 4.2                                      |
| Strategy 3 Details  |
| <b>Strategy 3:</b> Send edited draft to all families through the weekly school newsletter asking for suggestions for final changes.<br><br><b>Title I:</b><br>4.1   |
| Strategy 4 Details  |
| <b>Strategy 4:</b> Send final copy of Parent and Family Engagement Plan and School-Parent Compact to all families through school newsletter. Distribute compact at fall parent conferences.<br><br><b>Title I:</b><br>4.1 |

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students and community members to achieve desired results.

**Performance Objective 4: PARENT AND FAMILY ENGAGEMENT:** By the end of the 2023-2024 school year, the campus will increase the number of family engagement opportunities by 50% over last year.

**Evaluation Data Sources:** Agendas/Programs  
Sign-in Sheets

| Strategy 1 Details   |
|--|
| <b>Strategy 1:</b> Hold Math Night, Science Night, Reading Night, Multicultural Holidays Night, Early Literacy Parent Training, Breakfast with Grandparents, Donuts with Dad, Muffins with Mom, Book Fairs, Open House, Parent Conferences, Career Day, PTA events |

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students and community members to achieve desired results.

**Performance Objective 5: PROFESSIONAL LEARNING:** All professional learning opportunities will be aligned with the campus improvement plan.

**Evaluation Data Sources:** Professional Learning Agendas and Sign-in Sheets

| Strategy 1 Details   |
|--|
| Strategy 1: Year-long emphasis on Fundamental Five strategies, through training, walk-throughs, data collection and sharing with staff, inclusion in lesson plans. |
| Strategy 2 Details   |
| Strategy 2: Use of Differentiated Supervision strategies to better individualize professional learning for teachers  |
| Strategy 3 Details   |
| Strategy 3: Implement Teach Like A Champion book study to equip teachers with additional foundational, research base, strategies for Tier I instruction            |



**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students and community members to achieve desired results.

**Performance Objective 6: STAFF PERCEPTIONS:** By the end of 2023-2024, 100% of staff will report feeling valued at work as measured by the Staff Survey.

**Evaluation Data Sources:** Staff Survey Results

| Strategy 1 Details   |
|--|
| Strategy 1: Focused development of Leadership Team through increased opportunities to develop plans, make decisions, and guide team mates        |
| Strategy 2 Details   |
| Strategy 2: Increased opportunities for staff members' voices to be heard through surveys, feedback, and providing input through leadership team |

**Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES:** We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students and community members to achieve desired results.

**Performance Objective 7: STAFF PERCEPTIONS:** By the end of 2023-2024, 100% of staff will report that they believe staff is recognized for good performance as measured by the staff survey.

**Evaluation Data Sources:** Staff Survey Results

| Strategy 1 Details   |
|--|
| Strategy 1: "SPUR" Recognition as CSES Spur is passed from one staff member to another in recognition for good performance |
| Strategy 2 Details   |
| Strategy 2: Implement "Wins"-Day celebrations to recognize improvement or goal attainment                                  |
| Strategy 3 Details   |
| Strategy 3: Positive notes on staff bulletin board, personal notes to staff  |

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored and evaluated.

**Performance Objective 1: SOCIAL AND EMOTIONAL WELL-BEING:** By the end of the 2023-2024 school year, 100% of staff and students will have access to well-being strategies.

**Evaluation Data Sources:** Documentation of well-being strategies being implemented

| Strategy 1 Details  |
|---|
| <b>Strategy 1:</b> Counselor initiatives, including emails to staff with well-being strategies, classroom guidance lessons, and messages on morning announcements |

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored and evaluated.

**Performance Objective 2: SAFETY:** By the end of the 2023 2024 school year, we will have created and added to the campus safety plan a protocol for locating a missing child.

| Strategy 1 Details  |
|---|
| Strategy 1: Meet with district committee to co-create plan. |
| Strategy 2 Details  |
| Strategy 2: Train Core Team and staff                       |

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored and evaluated.

**Performance Objective 3: CAMPUS VISION:** By the end of 2023-2024, in support of our campus vision, we will implement 100% of our planned strategies to build a culture that is safe and supportive for all.

**Evaluation Data Sources:** Counselor and administration records and calendars

| Strategy 1 Details   |
|--|
| Strategy 1: Mentoring programs PALS (Saginaw High School students) and Man Up (Prairie Vista Middle School students) |
| Strategy 2 Details   |
| Strategy 2: Kindness Club, Spur Ambassadors, Start with Hello week, Great Kindness Challenge                         |
| Strategy 3 Details   |
| Strategy 3: Personal safety initiatives including Play it Safe, Red Ribbon Week, and NetSmartz                       |

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored and evaluated.

**Performance Objective 4: CAMPUS MISSION:** By the end of the 2023-2024 school year, in support of our campus mission, we will celebrate growth by implementing 100% of our planned strategies.

**Evaluation Data Sources:** Counselor and administration records and calendars

| Strategy 1 Details   |
|--|
| Strategy 1: Hold "Inspurations" pep rallies each nine weeks to celebrate growth and achievement of individual students, classes, and grade levels. |
| Strategy 2 Details   |
| Strategy 2: Purchase and install bells for each grade level hallway for students to ring when they meet an academic or personal goal.              |

**Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT:** We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored and evaluated.

**Performance Objective 5: PARENT PERCEPTIONS:** By the end of 2023-2024, 90% of parents will report on the end-of-year Parent Survey that staff members are responsive to reports of bullying and that bullying is not tolerated.

**Evaluation Data Sources:** Parent Survey

| Strategy 1 Details   |
|--|
| <b>Strategy 1:</b> Clear communication of what bullying is through newsletters and conversations |