

2020-2021 District Improvement Plan Goals

Klein Independent School District



GOAL ONE

Klein ISD will build on strong academic performance and improve excellent and equitable outcomes for EVERY student by personalizing learning, providing a flexible and challenging curriculum, and monitoring student learning through standards-based evaluation.



GOAL TWO

Klein ISD will sustain safe operations in the COVID-19 environment and build leadership capacity and ownership across the organization by implementing department regulations and operationalizing principal playbooks.



GOAL THREE

Klein ISD will build trust and improve open, honest two-way communication by equipping every leader to be culturally responsive and responsive to stakeholder feedback.

CAMPUS TARGETED
IMPROVEMENT PLANS

CURRICULUM
REFRESH PLAN

STRATEGIC PRIORITY
PROJECT PLANS

COLLEGE, CAREER, &
MILITARY READINESS PLAN

BUDGET DEVELOPMENT &
FINANCIAL MANAGEMENT PLAN

EARLY CHILDHOOD
PLAN

DEPARTMENT IMPROVEMENT
PLANS

BENFER ELEMENTARY

GOAL ONE

Reimagine learning with a focus on student success to ensure every learner achieves a minimum of one year's growth.

STRATEGIES

1. Implement strategies to provide targeted instruction and support to meet the needs of all students in math, reading, science, and writing.
2. Streamline RtI process across all grade levels to ensure aligned systems and procedures are in place.
3. Show a 5% increase by GT students in STAAR reading and math for the 2020 - 2021 school year.
4. Provide ELLs targeted supports and differentiation of instruction based on both academic and social needs.
5. Implement fully the co-teach model with fidelity.

GOAL TWO

Build Community with a focus on student engagement, teacher development, and family/community participation.

STRATEGIES

1. Expose students to different career paths through continued exposure to the Pathway Lab.
2. Increase community involvement with the campus by 20%.
3. Invest students both academically and socially in their school.
4. Continue growth of teachers in classroom management, student engagement, and relationship building strategies.
5. Streamline communication for all grade levels.
6. Develop writing portfolios to track and celebrate academic progress.

GOAL THREE

Cultivate Talent by growing teacher efficacy through personalized learning and growth mindset.

STRATEGIES

1. Create opportunities for teachers to collaborate and learn from each other through job-embedded opportunities and in PLCs around HQT.
2. Provide ongoing training opportunities for staff on the co-teach model to build collaboration and instructional capacity.

BENFER ELEMENTARY

STRENGTHS

1. Students across all grade levels demonstrate academic goals.
2. General direction of campus moving forward with climate change for the positive.
3. Processes and action steps streamlined campus-wide through PLCs, professional development, and continued leadership support.

OPPORTUNITIES FOR GROWTH

1. Delivery of Tier 2 and Tier 3 supports given on a consistent basis.
2. Parent/caregiver involvement in child's educational journey.
3. Professional development provided and based on teacher skills, abilities, and instructional need.

MEASURES & INDICATORS OF SUCCESS

1. Achievement data including MAP, DRA, TPRI, Quarterly Assessments, STAAR
2. Student, staff, and family survey data
3. Student data trackers
4. Gallup Poll
5. Discipline data
6. Walkthrough data
7. Agendas and minutes from PLCs, Leadership PLC, CIDC, committee meetings

BENIGNUS ELEMENTARY

GOAL ONE

Re-imagine Learning: Foster opportunities that allow all students to make a minimum of one year's growth, with the goal of all students achieving *meets* or *masters* for their grade level through assessments including STAAR, STAAR ALT, and TELPAS and Reading Levels.

STRATEGIES

1. Dedicate time to participate in insightful conversations that reflect on data and practices that will increase student achievement as a campus.
2. Continue the implementation of Visible Learning to support academic achievement for one year's growth in core content.
3. Provide personalized learning to increase the academic success of all students through strategies of innovation and flexibility, so that all students increase a minimum of one year's growth.

GOAL TWO

Cultivate Talent: Empower Promise2Purpose Investors by supporting the interconnection of individual ideas and risk-taking.

STRATEGIES

1. Empower teachers to use their strengths to lead peer-to-peer learning in the areas of technology, behavior, and academics.
2. Allocate time through PLCs to foster coaching, and positive relationships while taking advantage of opportunities to implement effective, targeted feedback and risk-taking.
3. Provide personalized professional learning opportunities to improve high quality teaching.

GOAL THREE

Build Community: Foster positive relationships that align to our Core Values and Promise2Purpose by investing in effective communication for all stakeholders.

STRATEGIES

1. Use PBIS strategies and community circles to strengthen core values.
2. Foster a culturally responsive community by establishing a relationship of trust and collaboration between the school and its stakeholders to support forever learners.
3. Collaborate among campus leadership and teachers to ensure the consistent procedures and processes with behavior RTI.

BENIGNUS ELEMENTARY

STRENGTHS

1. As a model PLC school, our teams continue to be student-focused and collaborate in high functioning PLC's being data driven.
2. Students are offered multiple opportunities to disrupt the status quo through creative problem-solving, STEM, Big Art Day, Destination Imagination, choir, strings, running club, math club and Makerspace activities.
3. Community involvement is key to the success of the whole child and in order to support campus initiatives and extended learning opportunities, we encourage classroom readers, movie night, multicultural night, music programs, fitness night, and GT night.
4. Students have the opportunity to pursue leadership roles including National Elementary Honor Society, Leadership Academy, and Student Council.
5. Our campus has a high retention of teachers that have been at Benignus 10+ years.

OPPORTUNITIES FOR GROWTH

1. Building individualized goals for each student to know them by name, strength, and need.
2. Growing Capacity with our K-2 teachers by strengthening phonics and reading instruction utilizing Units of Study.
3. Address gaps on the students that were affected by the COVID slide K-5th grade.
4. Rigorously analyze data with a focus on our special education population to ensure one year's growth.
5. Celebrating progress in students and staff based on individualized goal setting.
6. Growing capacity with our 4th grade ELA teachers through coaching and modeling high expectations for the whole learner.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments, and Campus Formative Assessments, RTI Data Trackers, Leopard Talks)
2. Advanced Pathways Participation - 4th and 5th grade Math
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA3, TPRI)
7. Stakeholder feedback (BOY and EOY campus surveys)
8. Student Participation in Extracurricular clubs Student Centered Coaching (Specialists)

BERNSHAUSEN ELEMENTARY

GOAL ONE

Bernshausen Elementary will Reimagine learning to ensure every student demonstrates growth and achievement in the areas of reading, writing, math, and science by utilizing data analysis to effectively personalize Tier 1 instruction and drive intentional lesson planning.

STRATEGIES

1. Ensure high-quality Tier 1 instruction by strengthening Core Academics through purposeful PLCs and utilizing data for intentional planning of personalized student learning experiences to reach 85% Approaches, 50% Meets, and 25% Masters on all assessments.
2. Increase the performance and achievement of all core academic assessments for all students and special populations, EL, GT/Advanced Learners, SpEd with at least one year's growth.

GOAL TWO

Bernshausen Elementary will Cultivate Talent by building capacity in staff through focused, intentional, and personalized learning opportunities that incorporate cultural responsiveness and the indicators outlined in the High Quality Teaching document.

STRATEGIES

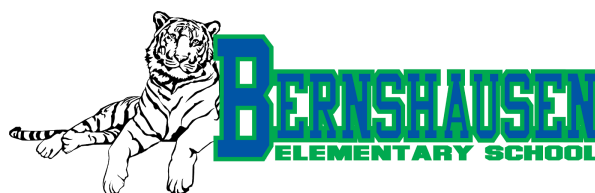
1. Cultivate talent through campus-based professional learning experiences including Visible Learning research, Personalized Learning, and Culturally Responsive Teaching.
2. Provide ongoing student-centered coaching and feedback to teachers to improve student outcomes in the area of growth and achievement.

GOAL THREE

Bernshausen Elementary will Build Community by actively cultivating respectful and supportive relationships among all stakeholders by intentionally planning Family Engagement activities to enhance community involvement.

STRATEGIES

1. Enhance character development in order to impact academic performance and school culture.
2. Increase parent involvement and partnerships in academic and non-academic school events.



BERNSHAUSEN ELEMENTARY

STRENGTH

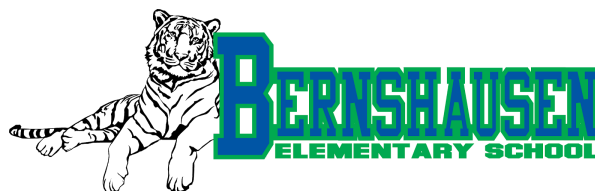
1. STAAR Student Growth in reading and math for all students
2. Building relationships with students and families
3. Revised Campus Vision and Mission
4. Promising Practices 2020
5. Personalized Learning Team working with Ed. Elements
6. Implementation of Restorative Circles
7. Year One of PBIS

OPPORTUNITIES FOR GROWTH

1. STAAR Performance Achievement for All Students
2. Writing STAAR
3. Improve Academic Growth for subpopulation: white students in Reading and Math
4. Improve Academic Growth for subpopulations: Hispanic, White, Eco Dis, EL (current and monitored)
5. Implementation of PL, VL, and PBIS
6. Data Trackers for Teachers and Students
7. Development of weekly Common Formative Assessments
8. Feedback for Teachers and Students

MEASURES & INDICATORS OF SUCCESS

1. STAAR
2. MAP
3. Common Assessments
4. Formative Assessments
5. Behavior and Academic Rtl
6. T-Tess
7. Lesson Plans
8. PLC Minutes and Agendas
9. Gallup Poll
10. T-Tess



BLACKSHEAR ELEMENTARY

GOAL ONE

Cultivate talent through personalized and innovative professional learning in order to grow capacity in staff and help all to achieve the indicators on the High Quality Teaching Document.

STRATEGIES

1. Continue Visible Learning campus-wide in order to focus on high yield instructional strategies and improve student learning.
2. Provide job-embedded opportunities for teachers to understand, embrace, and model the characteristics defined in the High Quality Teaching Document.
3. Continue use of a master schedule that supports our Professional Learning Communities (PLCs) to meet weekly and include all stakeholders (e.g., teachers, special education support teachers, administration, specialists, counselors) to improve instructional practices.
4. Teachers will be trained in instructional practices for gifted and advanced level learners.

GOAL TWO

Reimagine learning through personalized instruction in order to ensure that every student is successful.

STRATEGIES

1. Rigorously analyze data through PLC's and SOS/Kid Talk in order to close the achievement gap and ensure that every student makes at least one year's growth in all subject areas.
2. Set time in weekly planning, with the support of instructional specialists, to design lessons to personalize learning and provide targeted, on-level instruction and support for every student.
3. Using the campus EL task force, develop strategies and support teachers in strengthening language acquisition of English Language students and close the achievement gap between English Language and native English speaking students.

GOAL THREE

Build community through intentional family outreach opportunities, and minimize disruptions to learning through clearly defined expectations and behavioral interventions.

STRATEGIES

1. Ensure a safe environment and incorporate the Restorative Practices and Nurtured Heart Approach through the direction of the PBIS team.
2. Increase parent involvement through targeted support, volunteer outreach, and family engagement activities with an intentional focus on authentic relationship building.
3. Address racial, ethnic, and linguistic biases that may exist through intentional relationship building and data analysis.
4. Enhance and streamline procedures for effective discipline investigations and Behavior RTI.
5. Increase attendance rate to at least 96.5% by the end of the 2020-2021 school year.



BLACKSHEAR ELEMENTARY

STRENGTHS

1. Commitment to Restorative Practices, Nurtured Heart, and PBIS resulted in significantly reduced discipline referrals in the 2019-2020 school year.
2. A focus on personalized learning and specifically blended learning has resulted in significant academic gains for our students.
3. Clearly defined academic RTI procedures and interventions ensures that we meet the needs of every student.
4. Training in Visible Learning and commitment to these practices has helped us to enhance student growth, achievement, and ownership.
5. An intentional focus on student and staff celebrations has led to a culture of achievement and commitment to our district shared vision and guiding documents.
6. Blackshear's experience with blended learning enabled us to strongly support our students and families during spring at-home learning.
7. Teacher training and support and clear communication with families has resulted in improved/increased identification of gifted students.

OPPORTUNITIES FOR GROWTH

1. Increase student growth in the area of math.
2. Provide culturally responsive education for teachers.
3. Increase parent and community involvement with volunteer and mentor opportunities.
4. Close the achievement gap between English Language and native English speaking students.
5. Provide ongoing professional development and support to enhance virtual instruction.
6. Enhance procedures for Behavior RTI and reduce discipline referrals of students served in BRTI.

MEASURES & INDICATORS OF SUCCESS

1. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
2. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
3. Language Development (TELPAS)
4. Qualitative data obtained through formal and informal walkthroughs and observations
5. Increased parent involvement as measured through Parent University engagement and volunteer opportunities.



BRILL ELEMENTARY

GOAL ONE

Through structured systems of support and a focus on high-quality teaching practices, all students in all groups will have access to personalized learning experiences to ensure one year's growth in academic areas. This includes creating and maintaining a culture focused on goal setting, feedback, innovation, and reflection.

STRATEGIES

1. Strengthen Tier 1 instruction to include personalized supports for every student through targeted areas that support continuous feedback, reflection, and goal setting resulting in closing the achievement gap.
2. Create experiences with intentional supports for strong academic language and vocabulary development for EVERY student.
3. Tighten systems of support for serving students through Rtl in academic and behavior interventions. This will lead to targeted interventions and remediation in math and reading that are used during set intervention times and are embedded during workshop time to ensure the needs of all students are met utilizing a personalized learning approach in both virtual and traditional settings.
4. Increase classroom supports in serving students with academic needs through focused efforts in the general education setting.

GOAL TWO

Cultivate talent by providing opportunities to continuously grow and improve by thoughtfully disrupting the status quo for excellent outcomes for students.

STRATEGIES

1. Create a Personalized Learning Plan for students that fits the diverse needs of students, such as blended learning, student-created outcomes, and a collaborative learning environment through rigorous analysis of student data to meet the needs of students in Rtl, GT, Sped, and EL.
2. Through training in PLC and WOW Wednesdays, we will elevate teachers' capacity of professional learning through virtual learning and digital resources.

GOAL THREE

We will build upon our strong and positive relationships with all students, families, and stakeholders in our community.

STRATEGIES

1. Seek input and feedback from stakeholders to improve school-wide relationships while maintaining an excellent reputation of high levels of achievement.
2. Expand bi-culturalism beyond the Dual Language Program.
3. Collaboratively expand on a positive approach to effective discipline that encompasses our campus core values.
4. Effectively unite our new students and families into Brill's culture.

BRILL ELEMENTARY

STRENGTHS

1. Visible Learning Campus
2. Model Dual Language Campus
3. Family Engagement
4. PBIS and Restorative Practices Implementation
5. Distinctions - Academic Achievement in math, science, Top 25% comparative academic growth, Top 25% comparative closing the gaps

OPPORTUNITIES FOR GROWTH

1. Rigorously analyze data to ensure personalized instruction that focuses on a minimum of one year's growth for all content areas.
2. Strengthening literacy across all content areas to build lifelong readers and writers.
3. Emphasize pre-assessment and post-assessment understanding and use of to know our students by name, strength, and need.
4. Building community with students and families after rezoning of boundaries.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA3, TPRI, Tejas Lee, EDL2, TXKEA)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

GOAL ONE

Identify and use best practices for continuous improvement in an effort to reduce placements

STRATEGIES

1. Target students who are returning to the DAEP
2. Set high expectations for each student in terms of both character development and academic achievement
3. Utilize special programs interventionist to provide assistance to students placed at the DAEP for drug and alcohol infractions
4. Improve classroom management reducing discipline referrals and increasing student achievement/engagement

GOAL TWO

Create a culture of effective collaboration with a goal of increasing student achievement

STRATEGIES

1. Provide PLC time for staff (one day per week/30-45 minutes). Provide time for Staff to share PLC information with entire staff
2. Provide personalized professional development opportunities for staff
3. Use data to drive personalized learning and implement Project Based Learning across the curriculum

GOAL THREE

Increase the student attendance percentage at the DAEP to 88%

STRATEGIES

1. Motivate students to attend school including incentives for early release/days removed from DAEP placement

GOAL FOUR

Implement protocols and procedures for a trauma team, threat assessment team, and documentation of bullying to ensure the safety of all stakeholders on campus

STRATEGIES

1. Complete threat assessment for potential students that exhibit signs of presumptive indicators
2. Provide a campus-based trauma team training/refreshers
3. Follow district protocol regarding bullying claims and investigations

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

STRENGTHS

1. Small class size allows for building relationships and personalizing learning opportunities
2. Frequent communication with parents
3. Diverse staff and student populations

OPPORTUNITIES FOR GROWTH

1. DAEP only has students a limited amount of time
2. Many students are at-risk and have gaps in learning
3. Teachers requiring higher expectations of students
4. Restorative practices

MEASURES & INDICATORS OF SUCCESS

1. Increased attendance
2. Reduced discipline infractions
3. Socio-emotional wellness & character development of students
4. Improved academic performance through CCAs, Quarterly Assessments, etc.
5. Student-Centered Coaching Data

DOERRE INTERMEDIATE

GOAL ONE

Implement a comprehensive student support system that fosters social and emotional development of all students and creates a positive school culture.

STRATEGIES

1. Implement campus-wide PBIS.
2. Establish communication practices that promote campus, community, and family engagement.
3. Develop campus specific outreach and education addressing social/emotional needs of all stakeholders.
4. Monitor safety and security of students and staff.

GOAL TWO

Implement high quality teaching strategies during initial instruction so that all students show one or more year's academic growth per school year.

STRATEGIES

1. Establish systems for Student-Centered Coaching/feedback cycles with teachers including job embedded professional learning.
2. Increase student engagement through the use of Web 2.0 tools to enhance initial instruction and transform lessons through blended learning.
3. Employ content specific strategies through Department Long Range Plans to strengthen tier 1 instruction.
4. Identify and monitor EL students and provide appropriate support through a research-based model.
5. Identify and monitor GT/Advanced learners and provide appropriate enrichment opportunities through a research-based model.
6. Implement "Jumpstart" to address gaps in learning due to COVID-19.

GOAL THREE

Implement PLCs with fidelity.

STRATEGIES

1. Use the PLC four guiding questions as an instructional framework to design daily lessons.
2. Teachers will use a common tool for lesson development (The Doerre Lesson Plan Template).

GOAL FOUR

Provide Special Education students with accommodations, interventions, and supports to access a flexible and challenging curriculum.

STRATEGIES

1. Use data driven decision making for SpEd student intervention.
2. Provide professional learning opportunities each marking period to Co-teach pairs in order to support flexible learning environments in the co-teach classroom.
3. Utilize PRIDE for working with foundational reading and math skills to promote growth in our Special Education population.

DOERRE INTERMEDIATE

STRENGTHS

1. Advanced Pathways (Algebra 1, Geometry, Biology & Humanities)
2. Increase in number of students participating in Pre-AP/Advanced pathways
3. Implementing PBIS and Visible Learning Strategies

OPPORTUNITIES FOR GROWTH

1. Personalized learning for students based on strength, need, and passion
2. SpEd, EL & GT/Advanced Learners
3. Growth in Math & ELA

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. Quarterly Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
11. Grading Rubrics and Report Cards/Progress Reports

Updated 9-18-2020

EHRHARDT ELEMENTARY

GOAL ONE

Reimagine Learning: We will reimagine learning to increase student achievement so that ALL students achieve at least one year's growth in reading and math.

STRATEGIES

1. Build capacity in tier one strategies specifically focusing on small group instruction.
2. Have clearly defined protocols for analyzing and tracking data.
3. Increase intentionality in providing appropriate, personalized instruction, and designated supports that promote growth in special populations (EL, Special Ed, and GT).
4. We will respond to COVID 19 to address anticipated gaps.

GOAL TWO

Cultivate talent: We will cultivate talent by strengthening the effectiveness of our campus professional development.

STRATEGIES

1. Strategically plan campus professional learning with follow-up implementation accountability based on the academic needs identified in our Campus Improvement Plan and staff feedback and communicate those plans early and often.
2. Strategically plan campus staff development and implementation accountability based on the behavioral needs identified in our Campus Improvement Plan, Office Discipline Referrals (ODRs), and teacher feedback and communicate those needs early and often.
3. Implement a collaborative structure for peer-to-peer learning, using teacher data and vertical alignment meetings, that aligns with student needs and ensures consistency of academic language and instructional strategies.

GOAL THREE

Build Community: We will build community by utilizing streamlined, consistent communication, and implementing research-based relationship-building methods.

STRATEGIES

1. Streamline the method of communication in order to increase participation, both on campus and virtually.
2. Decrease student behavioral incidents by continuing to develop relationships between staff, students, and parents through implementing all aspects of Restorative Practices and PBIS.

EHRHARDT ELEMENTARY

STRENGTHS

1. Embracing and living out the “We” not “Me” attitude amongst the staff.
2. Being intentional with schedules to provide strong initial instruction.
3. Consistent and clear parent communication resulted in stronger relationships with families.
4. A focus on collaboration to build collective efficacy during planning sessions.
5. Increased knowledge of online platforms and embracing a forever learner mindset to incorporate various modalities.
6. Deeper connections with students through the use of Restorative Circles.

OPPORTUNITIES FOR GROWTH

1. Setting school-wide behavior expectations and keeping both students and staff accountable.
2. Strengthening Tier 1 behavior strategies for ALL students.
3. Providing clarity in teacher managed behaviors versus office managed behaviors.
4. Including rigorous CCAs to ensure we are matching the level of STAAR type questions.
5. Analyzing data consistently to guide our instruction and providing students the necessary support to be successful.
6. Leveraging the RTI process to ensure early intervention and exit.
7. Rebranding/changing the mindset of the RTI process.

MEASURES & INDICATORS OF SUCCESS

1. Assessment data including standards-based rubrics, MAP, DRA, TPRI, Quarterly Assessments, STAAR.
2. Data protocols
3. Lesson plans
4. Survey responses
5. Discipline Data
6. Walkthrough and feedback forms
7. Agendas for PLC, PBIS committee, vertical teaming

EILAND ELEMENTARY

GOAL ONE

Reimagine Learning: Increase Academic Achievement across all grade levels and content by ensuring all students make one year's growth.

STRATEGIES

1. Focus on strong Tier I instructional practices by identifying essential standards in the content areas.
2. Align the framework of high-quality ELAR, math, and science instruction with the essential standards (TEKS).
3. Apply high-yield strategies to ensure student growth.

GOAL TWO

Cultivate Talent: Cultivate talent by providing opportunities for our teachers to attend needed professional development in order to increase content knowledge, teacher expectations for all students and build strong relationships.

STRATEGIES

1. Build capacity for tier 1 instruction by implementing the process of backwards design to support teaching and learning.
2. Establish an effective, collaborative co-teach model for improved student outcomes.
3. Provide training and coaching to ensure high quality teaching.

GOAL THREE

Build Community: Engage families and foster partnerships as we focus on supporting the whole child by providing a common language and clear expectations for character education and school culture.

STRATEGIES

1. Use D.I.V.E. core values to continue to build character, enhance positive school climate and radiate school spirit in alignment with KFFS.
2. Provide a strong support system for teachers, students and parents to promote social strategies and character education.
3. We will commit to becoming a Promising Practices School by using Year 1 (2020-21) as a prep year to self-assess against the 11 principles to prepare for the application process.

EILAND ELEMENTARY

STRENGTHS

1. 5th Grade STAAR SIMS showed growth in Meets and Masters.
2. Targeted in knowing our students' needs and strengths as we prepared for STAAR
3. Targeted in RtI
4. Established our Student Core Values (D.I.V.E. matrix)
5. Parent involvement with school events has increased
6. Established an official and active PTO
7. Our Sheltered Instruction Action Team provided targeted professional development for Teachers.
8. Science Learning Assessments showed strong percentages in Approaches, Meets and Masters

OPPORTUNITIES FOR GROWTH

1. Foundational skills in reading and math in our primary grade levels.
2. Continue to implement a strong Professional Learning Community model that targets a focus on building team collective efficacy.
3. Intentional and effective use of word walls and sentence stems to build academic vocabulary (use across all areas).
4. Improve Academic Achievement & Growth for our African American, Hispanic, and Special Education students
5. Strengthen Tier I reading, writing, and math instruction through implementing the Reader's/Writer's and Math Workshop model with fidelity to ensure one year's growth for all students (essential standards)
6. PBIS Framework of positive reinforcement to promote and recognize positive student behaviors
7. Connecting with and receiving feedback from families

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP data, DRA/EDL, TPRI/TEJAS-LE, TX-KEA, CIRCLE, Quarterly Assessments, Campus Common Assessments, Exit Tickets
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS & Profile of a Leader Evaluations
7. Gallup Poll
8. Parent satisfaction survey

EPPS ISLAND ELEMENTARY

GOAL ONE

Reimagine Learning: We will ensure all students will increase student performance to reduce the achievement gap in reading, writing, and math to reach 75% Approaches, 45% Meets, and 20% Masters by the end of 2020-21 school year as measured in a variety of indicators including local and federal assessments.

STRATEGIES

1. Focus on high quality Tier 1 instruction by analyzing data for planning.
2. Ensure personalized learning to address and increase performance by meeting all students' individual needs.
3. Refine campus Response to Intervention (RTI) processes to support personalized, targeted needs for all students.

GOAL TWO

Cultivate Talent: We will build capacity in staff by providing opportunities to attend professional development to increase content knowledge, raise teacher expectations for all students, and build strong relationships.

STRATEGIES

1. Utilize Visible Learning components to identify areas of growth and maximize impact on student learning.
2. Strengthen relationships and increase cultural responsiveness to support student learning.
3. Provide mentoring and coaching to build content knowledge and teacher capacity to ensure high quality teaching support teacher retention.

GOAL THREE

Building Community: We will develop strong character traits by utilizing our Tiger Core Values and increase parent attendance in programs designed to build capacity to support student learning.

STRATEGIES

1. Prioritize the safety and well-being of every member of our team both on campus and online by developing partnerships to support the unique needs and the changing conditions that impact our Klein Family.
2. Commit to becoming a National School of Character by using Year 1 (2020-21) as a prep year to self-assess against the 11 principles to prepare for the application process.
3. Maintain a positive school climate and strong community that builds character, embraces and celebrates diversity.
4. Build character, enhance positive school climate, and radiate school spirit.

EPPS ISLAND ELEMENTARY

STRENGTHS

1. Teachers deeply care for our students and are risk-takers by utilizing innovative approaches for learning.
2. Staff has a strong connection to students and families through devoted, research-based events for family engagement.
3. Myriad of resources that personalize learning for the diverse needs of learners.
4. Strong support staff that includes specialists and Co-Teachers who have strong collective efficacy towards teaching and learning practices that target students' needs.
5. Student growth and achievement in 4th grade reading and writing as indicated in MOY STAAR SIM
6. Rising bilingual 2nd graders outperformed their peers in reading at the middle of year Developmental Reading Assessment (DRA)
7. In K-2 Math, the number of students in Tier 3 decreased, indicating less number of students needing interventions

OPPORTUNITIES FOR GROWTH

1. Raising reading and math proficiency in K-1 and 3rd grade learners with an emphasis on Hispanics and African Americans.
2. Strengthen Tier 1 initial instruction.
3. Refine RtI processes and ensure personalized, targeted learning is planned and delivered.
4. Increase cultural responsiveness.
5. Increase PTO participation and attendance in classes for adults in our community

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers, Rti Progress Monitor, Linking Walks' Data)
2. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Online Discipline Referral data; Attendance data)
3. Gallup Poll (5th grade only)
4. Language Development (TELPAS)
5. Cultivate Talent (Training Sign In sheets, PLC Agendas,)
6. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)
9. Family Engagement Parent sign in sheet
10. Response to Intervention Progress Monitoring

FOX ELEMENTARY

GOAL ONE

Reimagine Learning: We will reimagine learning and know every student by name, strength, and need by creating an equitable and personalized learning environment to ensure a minimum of one year's growth for all students and close the achievement gap to less than or equal to 8% in reading and math.

STRATEGIES

1. Provide personalized learning to increase the performance of all students through strategies of innovation and flexibility so that all students increase a minimum of one year's growth in all core content areas.
2. Ensure high-quality initial instruction based on best practices so students own their learning and are assessment capable problem solvers.
3. Develop STEAM literacy and implement innovative research and standards-based STEM/STEAM practices.
4. Implement Dual Language to increase biliteracy and bi-culturalism across our school community.
5. Establish a strong system of progress monitoring through RtI to ensure targeted interventions and enrichments are provided for every student.

GOAL TWO

Cultivate Talent: We will create an environment where talent is cultivated through targeted professional learning, feedback loops, and collaboration.

STRATEGIES

1. Develop collective efficacy and opportunities for teachers to connect, collaborate, participate in goal setting and support their students academically.
2. Create a collaborative community by providing targeted, personalized high-impact professional learning.
3. Utilize instructional coaching to build capacity within teachers and ensure engaging, high-quality instruction that is personalized and innovative.

GOAL THREE

Build Community: We will foster positive relationships that intentionally align with our Core Values and Promise2Purpose by investing in effective communication and positive character traits for all stakeholders.

STRATEGIES

1. Develop student leaders who model excellence in character and provide opportunities for students to be innovative, creative, and have an awareness of college and careers that reflect their passions and enable them to be life-ready.
2. Promote student-centered activities and community outreach and partnerships to equip our families with engaging and educational experiences.
3. Create traditions among students, staff, and community that harness the power of our core values and advance student success.

FOX ELEMENTARY

STRENGTHS

1. Fox Elementary was intentionally designed by students for students. Student voice and personalization of learning guided the decision-making process of designing the instructional areas, collaborative spaces, common areas, and outdoor classroom.
2. Fox has an experienced and committed staff, highly motivated to achieve student academic success. The staff understands the necessity of building relationships with students in order to effectively meet academic and socio-emotional needs.
3. The master schedule is designed to ensure time for daily intervention, daily common planning, weekly extended collaboration, vertical collaboration, and flexible student groupings.
4. Fox Elementary staff collaborated to create core values that support our vision and define our culture.

OPPORTUNITIES FOR GROWTH

1. Narrow the achievement gap in reading and mathematics for English Language Learners and students receiving special services.
2. Develop STEAM literacy and implement standard based STEAM practices.
3. Increase the percentage of students reading on and above grade level in grades K-5.
4. Build community internally in order to create a collaborative culture with high collective efficacy.
5. Build partnerships with stakeholders and foster positive and collaborative relationships with the community.
6. Establish and implement RtI and PLC systems in order to thoroughly diagnose student needs and to provide early intervention.

MEASURES & INDICATORS OF SUCCESS

1. TELPAS, STAAR, MAP data, DRA, Benchmark Assessments, Common Learning Assessments
2. Targeted RtI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS and Profile of a Leader Evaluation Goals
7. Gallup Poll
8. Survey data of impact on feedback

FRANK ELEMENTARY

GOAL ONE

Re-imagine learning by intentionally personalizing learning for every student's strengths, needs, and passions.

STRATEGIES

1. Provide a minimum of one real-world application to essential standards for each unit.
2. Utilize data strategically for setting foundations to address COVID 19 learning loss.
3. Create intentional PLC agendas focused on the four questions.
4. Promote student well being by utilizing PBIS and Restorative Practices.

GOAL TWO

Cultivate talent by strengthening our understanding of the TEKS, gathering and using data to drive instruction, and best instructional practices.

STRATEGIES

1. Master Schedule will reflect protected time for PLCs, team and vertical planning opportunities.
2. Professional learning opportunities will be provided in a variety of formats to address best practices in gathering and utilizing formative data.
3. Grade level teams will meet weekly for collaborative planning with specialist support.
4. Walkthroughs and informal meetings with teachers by administrators and specialists to provide feedback and guidance on instructional practices.

GOAL THREE

Build community by establishing a culture of transparency and collaboration.

STRATEGIES

1. Teachers will continue consistent communication with parents to keep them up to date on what students are learning in class and how they can support students at home.
2. Campus will promote family involvement.
3. Campus will continue to partner with PTO to involve volunteers in multiple areas throughout the campus as well as through virtual formats.

FRANK ELEMENTARY

STRENGTHS

1. Strong community support and involvement.
2. High performing campus with a history of strong academic performance.
3. Multiple student enrichment opportunities to challenge all students.

OPPORTUNITIES FOR GROWTH

1. Ensuring at least one year's growth for students at all performance levels.
2. Strengthening campus ability to provide personalized learning both on campus and online.
3. Instructional urgency is not reflected in our data.

MEASURES & INDICATORS OF SUCCESS

1. Student writing portfolios and student assessment data
2. Data plan including data blueprint documentation
3. Discipline data and counseling referrals
4. Agendas
5. Staff, student, and family feedback through surveys
6. Lesson plans
7. Walkthrough feedback

FRENCH ELEMENTARY

GOAL ONE

Using multiple data measures and high quality teaching, reimagine learning with an emphasis on personalized instruction to increase the performance of all students.

STRATEGIES

1. Differentiate teaching strategies to support English Learners, At Risk, and the growth of all learners.
2. Strengthen continuity and teacher capacity of rigorously analyzing student data in PLC meetings for growth and improvement of all learners.
3. Improve the systems of interventions and enrichments for students through a strong RtI process.
4. Level up student data tracking and instructional support to ensure students achieve Masters level performance.

GOAL TWO

Cultivate talent in teachers through targeted areas such as Gifted and Talented and Advanced Learners, Fine Arts Integration, and second language acquisition to improve student achievement and growth.

STRATEGIES

1. Implement the Humanities Pathway in ELA in 4th and 5th grade to enhance learning experiences for advanced academic students.
2. Expand partnership with Kennedy Center and Young Audiences of Houston training to integrate Fine Arts in the core curriculum to expand learning experiences for every student.
3. Increase teacher capacity to support language development of diverse learners in all academic areas.
4. Streamline PLC processes to ensure the four essential questions are fine-tuned and focused.
5. Create systems to support virtual learning.

GOAL THREE

Build community through intentional family involvement, strong communication, and collaborative partnerships.

STRATEGIES

1. Strengthen family and community involvement and satisfaction as shown through volunteer hours, attendance at events, and feedback surveys.
2. Streamline communication from school to home to include families in positive school experiences.
3. Support student character development through Positive Behavior Intervention Skills.



FRENCH ELEMENTARY

STRENGTHS

1. Excellent parent and community support as partners of learning to enrich student's educational experience.
2. Collaborative culture that focuses on building up the whole child and fostering a love for learning.
3. Active student engagement in learning through creative Fine Arts Integration is a visible strength.
4. Staff experience, expertise, and dedication support student academic and emotional growth.

OPPORTUNITIES FOR GROWTH

1. Response to Intervention needs to be consistently, routinely, and effectively implemented with fidelity from the initial Decision Point meeting through the intervention in the classroom.
2. Increase expectations of all learners to achieve at the master's level by developing a sense of urgency amongst staff.
3. Focus on special populations to close the achievement gap.
4. Being culturally aware and responsive.

MEASURES & INDICATORS OF SUCCESS

1. Student growth data on MAP, STAAR, DRA, TPRI with focus on Master's Level achievement.
2. Discipline data and Winner's Circle Awards
3. Parent volunteer hours, event attendance, and survey data
4. Walkthroughs and feedback for staff
5. RTI data
6. Agendas
7. Gallup Poll

GRACE ENGLAND EARLY CHILDHOOD CENTER

GOAL ONE

Reimagine Learning: Using data-driven decisions, we will reimagine learning to increase student achievement in reading, writing, and math equal to one year's growth using a variety of age-appropriate indicators to assess improved student learning as measured by state-adopted and campus-based assessments by the end of the 2020-2021 school year.

STRATEGIES

1. Utilize a dynamic, guaranteed, and viable curriculum and provide every student with a rich, relevant, and clear pathway to success.
2. Provide every student with opportunities to experience personalized learning in the classroom.

GOAL TWO

Cultivate Talent: We will identify, be trained in, and implement personalized and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local and state measures.

STRATEGIES

1. Engage in ongoing personalized learning for teachers and staff utilizing the components of High Quality Teaching.
2. Support the implementation of a Promise to Purpose community using the Profile of a Leader, Profile of a Learner, and High Quality Teaching guiding documents
3. Attract, develop, support, inspire, and retain the highest quality teachers, administrators, and staff.

GOAL THREE

Build Community: We will build a positive school culture and community through implementation of intentional practices aligned to the Grace England Core Values to ensure there is a common language and clear expectations for character education and school culture for every student.

STRATEGIES

1. Integrate character education and social skills practices to support student learning.
2. Promote and create opportunities to increase parental involvement and foster a strong home / school partnership in order to increase student achievement.



GRACE ENGLAND EARLY CHILDHOOD CENTER

STRENGTHS

1. Staff of Highly Qualified Teachers that utilizes the best early childhood practices to serve students
2. Implementation of a full-day Pre-K framework that aligns with the Klein ISD curriculum plan and adheres to the TEA standards of a High-Quality Pre-K Program
3. Utilize technology to leverage student achievement through personalized learning with choice and extension opportunities
4. Academic Growth and Achievement in Math

OPPORTUNITIES FOR GROWTH

1. Target academic vocabulary development through the use of sheltered instructional strategies to strengthen listening, speaking, reading, and writing
2. Target strengthening prerequisite reading and writing skills in the area of phonological awareness development including rhyme recognition, syllable counting, initial phoneme matching, initial phoneme deletion, and phoneme blending
3. Develop and implement a Guided Reading structure for Pre-Kindergarten learners
4. Target teacher, staff, and student knowledge and expertise of virtual platforms to ensure the effective delivery of both online and face-to-face instruction

MEASURES & INDICATORS OF SUCCESS

1. CIRCLE Data
2. OWL- Opening the World of Learning
3. Daily Math Activities
4. Developing Talkers/Hablemos Juntos
5. Balanced Literacy in the Pre-K Classroom
6. The Texas School Ready CLI Engage
7. Pre-Kindergarten Standards-Based Report Cards
8. Targeted RTI Framework to support Academics and Behavior
9. Lesson Plans/Walkthroughs
10. T-TESS and Profile of a Leader Evaluations



GREENWOOD FOREST ELEMENTARY

GOAL ONE

Reimagine Learning: Greenwood Forest Elementary will increase student achievement and narrow the achievement gap in Reading, Writing, and Math to reach a minimum of 80% at approaches, 45% meets, and 20% masters on a variety of indicators including local, state, and national measures by the end of the 2020-2021 school year.

STRATEGIES

1. Focus on strong Tier I instructional practices in the areas of Reading, Writing, and Math.
2. Target individual student needs through Response to Intervention to increase student performance.
3. Ensure all classroom teachers have an understanding of the four tenets of Personalized Learning and implement them in classrooms to meet the academic needs of students to address quarter four gaps.
4. Utilize Professional Learning Communities to incorporate strong instructional practices to ensure all students' needs are being met.

GOAL TWO

Cultivating Talent: Greenwood Forest Elementary will identify, be trained in, and implement common high-yield instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local, state, and national measures.

STRATEGIES

1. Retain, attain, and grow teachers and teacher leaders through a collaborative approach and shared leadership.
2. Provide ongoing opportunities for teacher professional growth to yield high quality instructional practices.
3. Increase language acquisition of English Language Learners through implementation and a deep understanding of Sheltered Instruction strategies.

GOAL THREE

Building Community: Build a campus community with strong core values and clear expectations that are valued and understood by all stakeholders in order to build a positive campus culture in the 2020-2021 school year.

STRATEGIES

1. Promote and create opportunities to increase parental involvement and foster a strong home / school environment in order to increase communication and student achievement.
2. Deepen the implementation of campus and classroom procedures and streamline schedules to provide structure, reduce discipline referrals, and increase student learning time.



GREENWOOD FOREST ELEMENTARY

STRENGTHS

1. Ethnically diverse student makeup.
2. Teachers have a strong understanding of Sheltered Instruction strategies.
3. The campus has a tiered RTI process in place and teachers meet monthly with the RTI specialist to review student progress and determine next steps.
4. The campus PBIS team built campus-wide matrices, campus core values, and strengthened campus-wide behavior expectations.
5. Implements restorative practices campus-wide, including daily circle time and relationship agreements, to help build relationships and foster a strong culture of belonging.
6. Instructional specialists support for ongoing and targeted professional development throughout the year.
7. Campus protocols to aid the staff in building a clear understanding of data and how to best use it.

OPPORTUNITIES FOR GROWTH

1. Students in grades K-2 struggle with the online testing due to lack of exposure with the online testing platform.
2. Students perform low in the areas of numerical representation and computations, campus-wide.
3. Students struggle with writing, revising and editing.
4. We need to build capacity in teachers in the area of Tier 1 instruction.
5. Students who exhibit consistent behavioral concerns are not being consistently referred for behavior RTI.
6. An achievement gap exists for Asian and White students as well as students of Two or More Races.
7. Teachers struggle to implement consistent classroom management strategies including positive incentive plans.
8. Staff struggle to take ownership of grade level PLC.
9. There is a lack of parent involvement on campus.

MEASURES & INDICATORS OF SUCCESS

1. Student achievement based on STAAR results, Running records, CCAs, TPRI, MAP, Lesson plans, staff surveys
2. TELPAS
3. RTI and progress monitoring documentation
4. T-TESS documentation, walkthroughs, feedback forms and folders, coaching logs
5. Discipline data
6. Event calendars and attendance, parent feedback



HASSLER ELEMENTARY

GOAL ONE

Reimagine Learning: Creating a school culture focused on personalized learning, risk-taking, goal setting, innovation, reflection, and growth mindsets to ensure high student achievement.

STRATEGIES

1. Implement and expand a specialized and differentiated curriculum through Project-Based Learning experiences for gifted learners and advanced level learners.
2. Collect and analyze data collaboratively to develop targeted plans to increase student achievement and student ownership in all subjects, with a focus on growth for all learners in Math and Reading.
3. Embed targeted interventions and remediations in math and reading during workshop time in class and during Target Time, to ensure the needs of all students are met utilizing a personalized learning approach.
4. Level up practices of personalized learning to meet the needs of diverse learners in a virtual and traditional setting.

GOAL TWO

Cultivate Talent: Foster a collaborative culture rooted in reflective practices and a forever learner mindset to build collective efficacy campus-wide for improved learning outcomes.

STRATEGIES

1. Strengthen planning practices by working interdependently to promote a thriving professional learning community within our school.
2. Build capacity of engaging, high-quality instruction that is personalized and innovative.
3. Rigorously analyze student data to guide instruction, interventions and extensions.

GOAL THREE

Build Community: Build a strong school community that focuses on serving the needs of students, staff, and families through educational excellence, ensuring a positive school environment.

STRATEGIES

1. Establish and maintain a strong system of shaping positive behaviors through campus core values and high expectations.
2. Create a family atmosphere through intentional relationship building and community circles.
3. Maintain a thriving community connection of volunteers, business partnerships, and strong family engagement.



HASSLER ELEMENTARY

STRENGTHS

1. The staff knows our students by name, strength, and need.
2. Community involvement and support is a tremendous asset to our success.
3. High achievement and advancing learners has continued to be a highlight with a strong emphasis on high-quality teaching.
4. Students are the center of our work and developing the whole child is a focus through building positive relationships and character development.

OPPORTUNITIES FOR GROWTH

1. Monitor the growth of all learners in reading and math to ensure a minimum of a year's growth.
2. Provide increased opportunities for students to engage in personalized learning.
3. Provide effective instruction across a variety of platforms, both in person and virtually.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Language Development (TELPAS)
5. Reading on Grade Level (MAP, DRA, TPRI)
6. Stakeholder feedback (campus surveys)
7. Student Participation in Extracurricular clubs (Coding, DI, etc.)



HAUDE ELEMENTARY

GOAL ONE

Re-imagine learning through personalized instruction so that all students achieve a minimum of one year's growth.

STRATEGIES

1. Ensure that Gifted and Talented, Special Education, and ELL students achieve one or more year's growth as shown on Learning Assessments and STAAR in math and reading.
2. Provide personalized learning opportunities to grow every learner.

GOAL TWO

Cultivate talent through targeted professional learning.

STRATEGIES

1. Increase HQT by providing coaching and feedback in a timely manner.
2. Provide targeted professional development to address student needs.

GOAL THREE

Build community by fostering intentional relationships with students, staff, and parents.

STRATEGIES

1. Build community with students through implementation of strategies such as community circle, nurtured heart, second step, words of wisdom, and restorative practices.
2. Build community with teachers by collaborating in teams that have input into instructional and social decisions for the campus.
3. Build community with parents by regularly communicating with them using multiple resources.

HAUDE ELEMENTARY

STRENGTHS

1. High Student attendance rate.
2. Low Student mobility rate.
3. Experienced teachers with low staff turnover rate.

OPPORTUNITIES FOR GROWTH

1. Full implementation of PBIS to address discipline concerns.
2. Strengthen student performance in math, specifically in the areas of Computation and Algebraic Reasoning.

MEASURES & INDICATORS OF SUCCESS

1. Student growth based on formative assessments every three weeks and summative assessments every nine weeks.
2. MAP assessments at BOY, MOY, and EOY
3. STAAR testing for grades 3-5
4. HQT checklists
5. Student data trackers
6. Mastery based rubrics
7. Discipline data
8. Parent feedback and surveys
9. TELPAS



HILDEBRANDT INTERMEDIATE

GOAL ONE

Continue to use Profile of a Learner and Profile of a Leader to promote and insure a positive school culture of leadership collaboration

STRATEGIES

1. Facilitate a structure of shared leadership throughout the campus
2. Support professional development of leaders of others and teacher leaders
3. Further reinforce campus Core Values through HEART of a Mustang's initiative
4. Celebrate teacher successes across the campus
5. Celebrate students across the campus
6. Emphasize and increase family engagement throughout the school year

GOAL TWO

To improve the overall RTI process on campus to support students based on name, strength, and need

STRATEGIES

1. Support a campus wide implementation of data tracking and monitor student growth
2. Continue to support effective Professional Learning Communities in each team and department
3. Develop and implement an effective academic RTI plan that improves academic performance for all students
4. Develop and implement an effective behavior RTI plan for all students
5. Provide targeted tutorials to students who require Tier 2 & Tier 3 RTI intervention

GOAL THREE

Reinforce high quality teaching strategies to improve initial instruction and ensure one year's growth for every student

STRATEGIES

1. Utilize campus staff (specialists and district staff) to support HQT
2. Increase the amount of time that administrators are in classrooms and create a systematic process for providing quality feedback and support
3. Educate teachers on best practices of implementation of Personalized Learning for all students using the support of Education Elements
4. Show academic growth for all Special Education students
5. Show academic growth for all ELL students
6. Support GT/Advanced Learners to Maintain Masters Level Achievement

HILDEBRANDT INTERMEDIATE

STRENGTHS

1. Intervention/Enrichment time and structure
2. HEART of a Mustang (Core Values)
3. Overall increase in the number of students participating in Pre-AP/Advanced Pathways
4. Participation in the first cohort for Personalized Learning
5. Data collection and tracking system

OPPORTUNITIES FOR GROWTH

1. Growth & Performance in ELA and Math
2. SPED, EL, and Advanced Learners/GT
3. RTI process
4. Personalized Learning
5. Discipline (ISS, OSS, and DAEP/JJAEP) - specifically with disproportionality of African American males in special education
6. Parent involvement
7. Campus & School Culture

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Quarterly Assessments
7. STAAR/EOC SIMS
8. Campus Snapshot Data
9. PLC Agendas and Minutes
10. Campus Prioritization Report
11. Surveys
12. Evaluations and Walkthroughs (T-TESS & POL)
13. Grading Rubrics and Report Cards/Progress Reports
14. Student Centered Coaching Data

HOFIUS INTERMEDIATE

GOAL ONE

We will continue to Build Community by facilitating and unifying stakeholders to create a positive climate and culture

STRATEGIES

1. Continue focus on HAWKS core values to build and maintain a sense of pride and unity at Hofius
2. Providing timely communication, voice and feedback opportunities for students, staff and parents
3. Develop & maintain action teams and protocols in order to maintain safety on campus

GOAL TWO

We will intentionally cultivate talent by building an innovative, high-quality staff that collaboratively supports each other to serve students

STRATEGIES

1. Use High Quality Teaching document to guide initial instruction and provide timely coaching and feedback
2. Continue to effectively process for Behavior RTI with effective strategies for Tier 1, 2 and 3
3. Continue to refine and review Tier 1, 2, and 3 criteria for Academic RTI

GOAL THREE

Hofius will pursue Reimagine Learning through High Quality Teaching with a focus on initial instruction for all students to gain one years growth

STRATEGIES

1. Employ a PLC framework to answer the four PLC questions that address the specific needs of all learners through a shared mission and vision
2. Utilize strategies to foster an environment of personalized learning for each student
3. Ensure one year's growth of all students
4. Monitor task force for GT/Advanced learners to ensure we are meeting the needs of all students
5. Continue task force for EL learners to ensure growth of every student
6. Create Task Force to Identify the academic standards missed by our SPED population in order to allow teachers to develop strategies for our students to make growth
7. Implement measures to close learning gaps for students due COVID-19

HOFIUS INTERMEDIATE

STRENGTHS

1. Community support and engagement
2. Increase in overall participation in Pre-AP/Advanced Pathways
3. School culture and Core Values
4. Special Education Pilot around reimagining services
5. Data collection and tracking system

OPPORTUNITIES FOR GROWTH

1. SPED, EL and Advanced Learners/GT
2. Growth in Math & ELA
3. RTI process and overall systems around PLC
4. Personalized Learning
5. Discipline (ISS, OSS, and DAEP/JJAEP) - specifically with disproportionality of African American males in special education
6. Master Level Performance and Distinctions

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Quarterly Assessments
7. STAAR/EOC SIMS
8. Campus Snapshot Data
9. PLC Agendas & Minutes
10. Campus Prioritization Report
11. Surveys
12. Evaluations & Walkthroughs (T-TESS & POL)
13. Grading Rubrics & Report Cards/Progress Reports
14. Student Centered Coaching Data

KAISER ELEMENTARY

GOAL ONE

Re-imagine learning by using data-driven decisions to reimagine learning and increase all student achievement to narrow the achievement gap by at least 10% in Reading, Writing, Science, and Math through targeted personalized instruction as measured by local, district, state, and national indicators by the end of the 2020-2021 school year.

STRATEGIES

1. Utilize a dynamic, guaranteed, and viable curriculum and provide every student with a rich, relevant, and clear pathway to success.
2. Focus on strong Tier 1 Instructional Practices by identifying reading, writing, math, and science learning intentions and success criteria during grade-level planning sessions, utilizing the PLC process to maximize collective teacher efficacy and utilizing a systematic lesson plan review and feedback process.
3. Focus on the first tenet of Personalized Learning, Learner Profiles, providing targeted instruction by students' names, strengths, and needs by being data-driven in our planning and instruction for all students.

GOAL TWO

Cultivate talent by identifying, training, and implementing personalized and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes by at least one year's growth in local, state, and national measures.

STRATEGIES

1. Create opportunities to observe colleagues in best practices to increase collective efficacy and build teacher capacity.
2. Build our professional learning community culture in order to align all professional practices and development of the four essential questions of a PLC.
3. Engage in ongoing professional learning for all stakeholders, focusing on personalized instructional strategies and culturally responsive instructional strategies.
4. Retain, attain, and grow excellent leaders so that every student learns in a quality environment.

GOAL THREE

Build Community through a positive school culture and community and implementation of intentional practices aligned to the Kaiser Core Values of ROPED 2 LEARN within the systems of our school as measured by family engagement, parent feedback, and Gallup Poll.

STRATEGIES

1. Expand the implementation of the Nurtured Heart Approach.
2. Provide increased opportunities for parent/school communication and parent engagement.
3. Know every student by name, strength, and need to meet their social emotional needs.
4. Focus on the whole student so that every student builds excellent character while engaging in rigorous learning.

KAISER ELEMENTARY

STRENGTHS

1. Certified bilingual teachers to support students in their native language.
2. Dual Language program to promote bi-literacy and bi-culturalism in our students.
3. Utilize our core values and learner characteristics to establish our campus language of learning
4. Strong content and curriculum support with instructional specialists providing ongoing coaching, modeling and feedback to impact student learning.
5. Foundational work in the Positive Behavior Interventions and Supports system that has led to a national designation of "Promising Practice" through the National School of Character.

OPPORTUNITIES FOR GROWTH

1. Implement a strong PLC model that focuses on student data and instructional practices to accelerate student progress.
2. Structured RTI framework that supports our ROPED 2 Learn values and characteristics.
3. Improve academic achievement and growth for our African American, Hispanic, and Special education students.
4. Establish a common lesson plan template that strengthens Tier One instruction.
5. Strengthen small group instruction to personalize learning for every student to close academic gaps.

MEASURES & INDICATORS OF SUCCESS

1. K-2: DRA2, TPRI/Tejas Lee, MAP Growth, 3-5: STAAR, MAP, Quarterly Summative Assessments
2. Visible Learning Documentation: Partner Teachers Documentation, Linking Walk Protocols, Linking Walks Schedule
3. Professional Learning calendar
4. T-TESS documentation, walkthrough data, coaching cycle data
5. Discipline data
6. Family and community surveys

KLEB INTERMEDIATE

GOAL ONE

The staff will continue to focus on consistently implementing our system of Positive Behavior Intervention and Supports (PBIS) so that all students exhibit good behavior and are understanding citizens.

STRATEGIES

1. Refine, communicate, and monitor our tier one process so that all Kleb staff teach and reinforce the positive character traits outlined in the CUB matrix for every student.
2. Build and refine effective tier two and three processes to support students with behavior that does not respond to effective tier one practices.

GOAL TWO

We will use the PLC process to identify and address specific academic learning needs to improve instruction so that all students are continuous learners who show academic growth.

STRATEGIES

1. Improve our tier one and two instruction by using the PLC process, aligning our practice to the high quality teaching document.
2. Refine our academic RtI process to ensure that students who do not respond to high quality tier one and two instruction receive increased support.
3. Refine the processes of our task force to improve the systemic approach to support growth in student achievement for students served in special education.
4. Support growth systematically in student achievement for our language learners identified as ELs.
5. Support growth and pathways for students served in the Gifted and Talented program.
6. Support systematically the diverse needs of students identified as economically disadvantaged.

GOAL THREE

We will collaborate with Ed Elements to implement and improve Personalized Learning to address varied student needs and increase student ownership of learning.

STRATEGIES

1. Research, as a campus, the *Habits of Mind*, and explicitly teach those skills so students can incorporate them to enhance their learning.
2. Incorporate regularly pre-assessment and formative assessment and implement pathways to address both intervention of gaps due to COVID slide and extension of students already showing mastery.
3. Support teachers in implementing personalized learning and high-quality teaching through systematic use of consistent, timely instructional, and behavioral feedback.

KLEB INTERMEDIATE

STRENGTHS

1. PBIS Campus and Core Values
2. Systems around RTI and PLCs
3. School Culture and Leadership Team
4. Overall increase in the number of students participating in Pre-AP/Advanced Pathways
5. Personalized Learning Cohort 1

OPPORTUNITIES FOR GROWTH

1. Growth in Math and ELA
2. SPED, EL, and Advanced Learners/GT
3. Asian student performance on STAAR/EOC
4. TELPAS

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. Quarterly Assessments
7. Campus Snapshot Data
8. PLC Agendas and Minutes
9. Surveys
10. Evaluations and Walkthroughs (T-TESS & POL)
11. Grading Rubrics & Report Cards/Progress Reports

Updated 9-16-2020

KLEIN CAIN HIGH SCHOOL

GOAL ONE

We will create a culturally responsive environment that builds a bridge between community and school, between curriculum and social reality, and is inclusive of the diverse learning needs and styles of all students.

STRATEGIES

1. Create a collaborative culture with parents and community.
2. Foster a culture where students have vested interest and ownership in their learning.
3. Establish a culture of reading and writing across the curriculum.
4. Close gaps by creating equitable and personalized learning by knowing every student by name, strength, and need.
5. Continue to create an effective transition for both students and new teachers by building positive relationships, creating a sense of connection to each other and community, and clearly defining expectations to foster a path of academic success.
6. Continue to grow and empower leadership within our campus.
7. Be culturally responsive in serving the needs of all students and teachers.

GOAL TWO

We will continue to foster a safe learning environment that cultivates a collaborative culture of risk-taking and innovation to provide meaningful and intentional academic and social/emotional experiences for all students.

STRATEGIES

1. Relentlessly pursue students success by creating intentional structures and expectations for High Quality Teaching.
2. Encourage risk-taking, personalized learning, and innovation throughout the campus and intentionally celebrate it.
3. Operate PLC's with fidelity using the four questions focusing on intentional standards based instruction.
4. Provide targeted professional development that strengthens instructional practices to facilitate the academic growth of every Klein Cain student.



KLEIN CAIN HIGH SCHOOL

STRENGTHS

1. Although the campus is new, many teachers have experience and all were hired with a growth mindset.
2. State-of-the-art facility where collaboration often occurs among students and staff.
3. Participation in extracurricular activities and involvement of the student body.
4. Various meetings focused on instructional practices facilitated by administration, faculty, staff and students.
5. Increases in Domains 1, 2A, and 2B in Accountability ratings.
6. Increased number of students in advanced academics participation, retention, and success.

OPPORTUNITIES FOR GROWTH

1. Growing campus with new students and staff and trying to assimilate both the old and the new groups together.
2. Achievement gaps exist between many student groups especially English Language Learners and Special Education students, as well as the male minority population.
3. Intervention Period (Landfall) that is targeted and personalized to meet academic and social-emotional student needs through intervention, enrichment, and advocacy.
4. Consistent and ongoing implementation of best practices to ensure equity for EVERY student on campus.
5. Algebra 1 and Biology EOC scores.

MEASURES & INDICATORS OF SUCCESS

1. College Readiness Benchmarks
2. Extracurricular Participation Rates
3. CTE Certifications/Endorsements
4. Student Discipline Rates
5. Advanced Course Participation, Retention, and Success Rates
6. Student and Staff Attendance Data
7. Gallup Student Poll
8. STAAR/EOC & STAAR/EOC SIMS
9. TELPAS
10. District Quarterly Assessments & Campus Common Assessments
11. Campus Snapshot Data
12. PLC Agendas & Minutes
13. Campus Prioritization Report
14. Staff and Student Surveys
15. Evaluations & Walkthroughs (T-TESS & POL)
16. Grading Rubrics & Report Cards/Progress Reports

Updated 9-16-2020



KLEIN COLLINS HIGH SCHOOL

GOAL ONE

Build and grow relationships with EVERY Promise 2 Purpose Investor

STRATEGIES

1. Promote positive relationships with students by using multiple leadership groups to gather feedback and design programs and initiatives that recognize excellence, celebrate progress, and improve behavior.
2. Promote positive relationships with faculty and staff by recognizing their efforts for continuous improvement and celebrating their successes.
3. Promote positive relationships with parents and community by creating an engagement team and providing more intentional outreach to families, particularly English Language Learner families.

GOAL TWO

Cultivate the talent of Promise 2 Purpose investors through goal setting, purposeful feedback, and ongoing self-reflection

STRATEGIES

1. Develop and display a growth mindset among students so that they may take ownership in their learning to achieve at least one year's worth of academic growth each school year and graduate meeting College, Career, and/or Military Readiness standards.
2. Develop and display a growth mindset among faculty and administration so that they may continue to improve in the areas of High Quality Teaching and Profile of a Leader.

GOAL THREE

Reimagine Learning for EVERY student to connect learning with interests, talents, passions, and aspirations

STRATEGIES

1. Utilize Tiger Den and other opportunities for both intervention and enrichment in order for students to meet both graduation and CCMR requirements.
2. Foster passions and aspirations in order to support the development of the whole learner, cultivate individual talents, and inspire our students to become lifelong learners.

KLEIN COLLINS HIGH SCHOOL

STRENGTHS

1. Increased advanced course enrollment for Pre-AP and AP courses
2. Experienced staff and positive culture
3. Teacher-led teams for campus improvement
4. Student Leadership group
5. Extracurricular Participation
6. CTE Program

OPPORTUNITIES FOR GROWTH

1. Not meeting the targeted academic growth for math
2. Achievement gaps with special education and EL students
3. Discipline rates (ISS, OSS, and DAEP/JJAEP) - specifically with disproportionality of African American males in special education
4. Character development and establishing core values
5. Increasing parent involvement
6. Personalized Learning

MEASURES & INDICATORS OF SUCCESS

1. College Readiness Benchmarks
2. Extracurricular Participation Rates
3. CTE Certifications/Endorsements
4. Student Discipline Rates
5. Advanced Course Participation, Retention, and Success Rates
6. Student and Staff Attendance Data
7. Gallup Student Poll
8. STAAR/EOC
9. TELPAS
10. Campus Common Assessments
11. District Quarterly Assessments
12. STAAR/EOC SIMS
13. Campus Snapshot Data
14. PLC Agendas & Minutes
15. Campus Prioritization Report
16. Surveys
17. Evaluations & Walkthroughs (T-TESS & POL)
18. Grading Rubrics & Report Cards/Progress Reports
19. Student Centered Coaching Data

KLEIN FOREST HIGH SCHOOL

GOAL ONE

The Klein Forest Family of Schools will increase student achievement and narrow the achievement gap by at least 5% in core content areas, using a variety of strategies to indicate improved learning by our students as measured by local, district, state, and national indicators by the end of the 2020-2021 school year.

STRATEGIES

1. Focus on strong Tier 1 instructional practices and strategies to support reimagine learning and focus on student success.
2. Strengthen the PLC process by using best practices from Solution Tree.
3. Implement best practices, personalize learning, and utilize the master teachers to increase student performance on the Algebra 1, Biology, US History, and English 1 and 2 EOC exams by at least 5% through targeted intervention and support.
4. 30% of students in advanced academics classes will pass the course with a grade of an 80 or higher.
5. Increase student achievement in ELA, ELA 2, and Algebra 1 by at least 5% for 100% of students served through Special Education.
6. Progress two year's growth on composite TELPAS score for 80% of EL students in grades 10-12 currently rated beginner or intermediate.
7. Achieve 15% growth in math from Fall to Spring Quarterly Assessment for 80% of EL students in grades 9-12.
8. Initial credit for EL students in available summer courses to maintain ongoing support in reading and math.

GOAL TWO

Klein Forest leadership will cultivate talent through targeted professional learning.

STRATEGIES

1. Concentrate on implementing one of 4 Tenants of Personalized Learning each quarter of the 20-21 school year.
2. Focus on culturally responsive pedagogy to support social and emotional learning of all students.
3. Create leadership feedback loops and self-reflection for teachers, counselors, and administrators in order to develop a leadership pipeline.
4. Implement the Teacher Incentive Allotment through House Bill 3 with the goal of recognizing teachers who prioritize teaching in high needs areas.

GOAL THREE

Klein Forest High School will maintain and expand the character education program to positively impact campus culture, student behaviors, relationships, and program engagement.

STRATEGIES

1. Continue to mentor the Family of Schools to strengthen character development programs at each campus.
2. Focus on strengthening and deepening engagement for the character education program, increasing participation by at least 25%.
3. Decrease the number of placements for ISS and OSS by at least 25% when compared to 2018-2019 and 2019-2020 school years.

Updated 9-16-2020



KLEIN FOREST HIGH SCHOOL

STRENGTHS

1. Student & Staff Diversity
2. Student enrollment in Pre-AP, AP, and Dual Credit Courses
3. Participation on AP and SAT/ACT testing
4. Character Education Program during Eagle Nest Period
5. Campus Feedback

OPPORTUNITIES FOR GROWTH

1. Attendance Rate
2. Teacher Retention
3. Academic performance of certain student groups
4. Performance on EOC in ELA I & II
5. Achievement gap among ELL and SPED students
6. PLCs
7. CTE Certifications
8. Student Discipline

MEASURES & INDICATORS OF SUCCESS

1. College Readiness Benchmarks
2. Extracurricular Participation Rates
3. CTE Certifications/Endorsements
4. Student Discipline Rates
5. Advanced Course Participation, Retention, and Success Rates
6. Student and Staff Attendance Data
7. Gallup Student Poll
8. STAAR/EOC & STAAR/EOC SIMS
9. TELPAS
10. District Quarterly Assessments and Campus Common Assessments
11. Campus Snapshot Data
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13. Campus Prioritization Report
14. Surveys
15. Evaluations & Walkthroughs (T-TESS & POL)
16. Grading Rubrics & Report Cards/Progress Reports

Updated 9-16-2020



KLEIN HIGH SCHOOL

GOAL ONE

We will ensure that we are closing the achievement gap and supporting student growth for our special populations

STRATEGIES

1. Support SPED students through monitoring, teacher training, and interventions that will allow students to make progress.
2. Support EL students through monitoring, teacher training, and interventions that will allow students to make progress.
3. Support GT and advanced learners through monitoring, teacher training, and instruction that will allow students to make progress at an accelerated pace.

GOAL TWO

We will improve every student's academic performance through high quality initial instruction, tiered interventions, and enrichment

STRATEGIES

1. Implement an ongoing system for regular monitoring of initial instruction to provide guidance, professional development, and other resources, in order to meet student academic needs.
2. Utilize an academic RtI process to apply effective intervention strategies to meet student academic needs.
3. Continue to grow PLC teams to support teachers in their efforts to focus on the four essential questions of the PLC process.

GOAL THREE

We will improve behavioral performance by cultivating meaningful relationships with students, parents, staff, and other stakeholders to address their social, emotional, and trauma-induced needs to ensure all feel healthy, safe, and supported

STRATEGIES

1. Utilize best practices and culturally responsive teaching and classroom management strategies to know every student by name, strength, and need.
2. Create and implement a proactive behavior RtI and interaction plan that supports students' social/emotional/trauma-induced needs.
3. Continue to build capacity in the Klein five core values for all stakeholders.

KLEIN HIGH SCHOOL

STRENGTHS

1. Increased enrollment in advanced academic courses for subgroups.
2. National School of Character and #Klein5 Core Values.
3. Overall, the spirit, pride, and tradition of Klein High is strong and the campus is one in which the activities promote widespread student participation.
4. Nursing Pathway.

OPPORTUNITIES FOR GROWTH

1. Discipline rates (ISS, OSS, and DAEP/JJAEP) - specifically with disproportionality of African American males in special education.
2. Personalized Learning.
3. EL students are not meeting targets in academic achievement, graduation rates, or English language proficiency status.
4. There is still a large achievement gap between general and special education students.
5. Clear process for lesson planning expectations.
6. Increased family engagement.

MEASURES & INDICATORS OF SUCCESS

1. College Readiness Benchmarks
2. Extracurricular Participation Rates
3. CTE Certifications/Endorsements
4. Student Discipline Rates
5. Advanced Course Participation, Retention, and Success Rates
6. Student and Staff Attendance Data
7. Gallup Student Poll
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11. Campus Snapshot Data
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16. Grading Rubrics & Report Cards/Progress Reports
17. Student Centered Coaching Data

KLEIN INTERMEDIATE

GOAL ONE

Klein Intermediate will continuously implement and monitor our core values ensuring common language and clear expectations throughout our family of schools

STRATEGIES

1. Work collaboratively with staff and students to create a positive campus culture by reinforcing desired outcomes
2. Provide opportunities to create and improve relationships and involvement with all stakeholders
3. Commit to becoming a State School of Character and implement the Character.org's 11 Principles framework
4. Refine and monitor a successful mentor program for staff and students

GOAL TWO

Klein Intermediate will increase student achievement across all measures with a focus on one year's growth for every student through initial instruction guided by our High-Quality Teaching document to meet student needs

STRATEGIES

1. Communicate, implement, and monitor clear and consistent expectations for PLC process
2. Establish an environment conducive to providing high quality initial instruction for all learners based on continuous analysis of student data and specific administrator/teacher feedback
3. Provide targeted opportunities for EL students to develop and demonstrate growth in their English Language proficiency
4. Refine and evaluate the effective implementation of the new Special Education model to improve student outcomes
5. Increase enrollment of GT and Advanced learners and provide opportunities for them to excel

GOAL THREE

Klein Intermediate will refine and implement an intervention/enrichment system (RTI) that will effectively support and monitor all identified students to improve academic performance and decrease the number of behavioral incidents

STRATEGIES

1. Regularly use allotted class time to provide personalized Tier 1 and Tier 2 support for students based on need to address deficits as a result of altered operations due to COVID-19
2. Use discipline data and teacher feedback to identify students for behavior supports and determine and implement Tier 2 and Tier 3 intervention systems
3. Use MAP data to identify students for academic support and determine and implement Tier 2 and Tier 3 intervention systems, as well as to monitor academic growth throughout the year
4. Organize and utilize campus-wide intervention/enrichment period using Power Reading data, MAP scores, and SIM results (inKlein) during the school day to provide targeted support based on literacy needs
5. Provide extended learning opportunities for intervention and enrichment for students outside of allotted classroom time based on continuous data analysis (MAP, District assessments, Formative assessments, etc.)

KLEIN INTERMEDIATE

STRENGTHS

1. Promising School of Practice Designation for School of Character in 19-20
2. Diverse student population
3. Extended Day along with additional staff provide time during the day for PLC and intervention
4. Special Education Pilot around reimagining services
5. Growth in the overall participation of students in Pre-AP and advanced pathways

OPPORTUNITIES FOR GROWTH

1. Overall STAAR/EOC performance specifically in ELA, math and social studies
2. Growth in math and ELA (Use of MAP data)
3. RTI process
4. Personalized Learning
5. SPED, EL, and Advanced Learners
6. Overall systems, structures, accountability and follow-through on action items
7. Discipline (ISS, OSS, and DAEP/JJAEP) - specifically with disproportionality of African American males in special education

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Quarterly Assessments
7. STAAR/EOC SIMS
8. Campus Snapshot Data
9. PLC Agendas & Minutes
10. Campus Prioritization Report
11. Surveys
12. Evaluations and Walkthroughs (T-TESS & POL)
13. Grading Rubrics and Report Cards/Progress Reports
14. Student Centered Coaching Data

KLEIN OAK HIGH SCHOOL

GOAL ONE

We will provide targeted, aligned, and intentionally personalized learning opportunities for our students with a focus on quality initial instruction.

STRATEGIES

1. Use the four PLC questions to guide our practices and ensure quality initial instruction.
2. Implement increased academic supports (RTI) to ensure timely intervention for students who do not show mastery on tier one/initial instruction and/or have gaps in learning as a result of COVID-19 or otherwise. [These supports will include Panther Den supported instruction/remediation, in school and after school credit recovery, and Tier III academic interventions (KO₂).]
3. Enhance our Advanced Academics programming through an increase in innovation and opportunity.
4. Strategically examine assessment data to better support our EL students and to ensure students are receiving the appropriate supports in their classes.
5. Reimagine learning for our students served in Special Education by carefully reviewing existing accommodations and working to ensure that all the supports are targeted, intentional, and data supported.

GOAL TWO

We will strategically pursue professional growth for all staff aligned with the Klein ISD guiding documents.

STRATEGIES

1. Create and utilize targeted professional development to address areas of need to ensure equitable and excellent student positive learning outcomes. [Specific areas of focus include: Reader-Writer Workshops, high yield Special Education supports, more effective EL instructional/communication practices, Blended Learning strategies, Personalized Learning processes, utilization of Enriching Students capability, and PBIS initiatives.]
2. Establish systems for coaching/feedback cycles with staff, including job-embedded professional learning and form an implementation team to identify professional development participants, help ensure the participant's success, evaluate the fidelity of implementation, and celebrate and disseminate the accomplishments.

GOAL THREE

We will build community by promoting a positive, inclusive, supportive, and engaging culture with all Klein Oak High School students, staff, and families.

STRATEGIES

1. Enhance campus wide implementation of the Positive Behavioral Interventions & Support (PBIS) framework.
2. Resume the Culturally Responsive Learning Community Initiative (CRLCI) to develop faculty capacity regarding cultural awareness and creating culturally responsive learning environments.
3. Streamline our KOmmunication (KO Communication) protocol to provide accurate and consistent information to all stakeholders.

KLEIN OAK HIGH SCHOOL

STRENGTHS

1. Klein Oak led the district in the number of students taking advanced coursework (Pre-AP, AP, DC, IB).
2. 77% of students reported that they were involved in at least one activity, such as a club, music, sports, or volunteering at the school.
3. 376 students in the class of 2020 graduated high school with one or more college credits already earned.
4. 71% of the class of 2019 enrolled in College in the fall immediately after high school.
5. Number of 2020 seniors that met CCMR status.
6. Designated as a Solution Tree Model PLC School.

OPPORTUNITIES FOR GROWTH

1. Intervention Period.
2. Missed instructional time with struggling learners due to discipline.
3. Achievement gap between student groups; specific areas of concern including Hispanic, African American, Special Education, and LEP students.
4. Communication.
5. Monitoring of systems and processes and holding each other accountable.

MEASURES & INDICATORS OF SUCCESS

1. College Readiness Benchmarks
2. Extracurricular Participation Rates
3. CTE Certifications/Endorsements
4. Student Discipline Rates
5. Advanced Course Participation, Retention, and Success Rates
6. Student and Staff Attendance Data
7. Gallup Student Poll
8. STAAR/EOC & STAAR/EOC SIMS
9. TELPAS
10. District Quarterly Assessments and Campus Common Assessments
11. Campus Snapshot Data
12. PLC Agendas & Minutes
13. Campus Prioritization Report
14. Surveys
15. Evaluations & Walkthroughs (T-TESS & POL)
16. Grading Rubrics & Report Cards/Progress Reports

Updated 9-16-2020



KLENK ELEMENTARY

GOAL ONE

The Klenk Team will reimagine learning by increasing student achievement and narrowing the achievement gap in reading and mathematics.

STRATEGIES

1. Focus on strong Tier 1 instructional practices through the PLC process.
2. Maximize high yield strategies to ensure student growth.
3. Achieve at least one year's growth for students in reading and mathematics.

GOAL TWO

The Klenk Team will cultivate talent by increasing teacher collective efficacy and teacher expectations for student success resulting in excellent and equitable outcomes for students.

STRATEGIES

1. Develop leadership capacity in our Klenk team.
2. Retain, attain, and develop all teachers and staff members.

GOAL THREE

The Klenk Team will build community by engaging families and foster partnerships as we focus on supporting the whole child.

STRATEGIES

1. Provide a strong support system for teachers and students to promote social strategies and character education.
2. Engage families and our community by establishing strong relationships and partnerships.

KLENK ELEMENTARY

STRENGTHS

1. Empower leaders through role definition by establishing Master Teachers in 4th and 5th Grade and a Dean of Instruction to support excellent and equitable outcomes for students.
2. Foster a leadership pipeline through a partnership with Sam Houston State University year long student residents and principal interns.
3. Provide personalized pathways through the Dual Language Pilot in Spanish and Vietnamese to promote bilingual, biliteracy and bicultural experiences for our students.
4. Character education and social skills lessons aligned to our campus core values and reinforcing the specific needs of students.

OPPORTUNITIES FOR GROWTH

1. Promise students more than one year's growth to help close the achievement gap and ensure that students reach higher levels of growth and mastery.
2. Emphasize academic achievement and growth in reading and math with our African American students, Special Education students, and English Learners.
3. Emphasize mental health and wellness education for students and staff through clear communication, education, and training.
4. Engage families through a variety of platforms to promote collaborative partnerships.

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP, DRA, Quarterly Summative Exams
2. Lesson Plans, walkthroughs with Walkthrough Rubrics to provide targeted feedback
3. Campus Snapshot Data
4. T-TESS & Profile of a Leader Evaluations and Ready Leaders data
5. Gallup Poll

KOHRVILLE ELEMENTARY

GOAL ONE

Build Community: Promote positive character traits and effective communication that builds productive relationships.

STRATEGIES

1. Inspire, develop, and encourage positive character traits to support student learning.
2. Intentionally build positive and productive relationships among parents, community members, staff, and students.

GOAL TWO

Re-imagine Learning: Raise performance of all students and close achievement gap while utilizing best practices to ensure one year's growth for every student.

STRATEGIES

1. Develop blended, digital, and face-to-face personalized learning pathways to increase achievement for all learners.
2. Strengthen Tier 1 instruction to increase student performance in math.
3. Strengthen Tier 1 instruction to increase student performance in science.
4. Strengthen Tier 1 instruction to increase student performance in reading.
5. Strengthen Tier 1 instruction to increase student performance in writing.

GOAL THREE

Cultivate talent: Attract, develop, support, inspire, and retain the highest quality teachers and staff.

STRATEGIES

1. Establish a culture of trust, partnership, and collaboration among staff.
2. Provide targeted professional development opportunities along with coaching and feedback to empower staff as leaders and high-quality teachers.
3. Continue to train staff on campus emergency and safety operations.

KOHRVILLE ELEMENTARY

STRENGTHS

1. Fosters a strong campus climate and culture resulting in a low staff turnover rate and commitment to knowing every student by name, strength, and need
2. Consistently monitors progress towards accomplishing agreed upon goals creating SMART/STRETCH Goals
3. Students take ownership of their learning through setting goals & tracking their data
4. Students have a voice in the creation of character development programs & procedures

OPPORTUNITIES FOR GROWTH

1. Develop community engagement opportunities to intentionally build positive and productive relationships with returning, new & rezoned families
2. Launch PBIS practices to support/manage student behavior
3. Build instructional capacity in delivering targeted reading and writing instruction through Reader's/Writer's Workshop
4. Strengthen collective efficacy within collaborative teams
5. Develop, implement, and strengthen instructional strategies that ensure achievement for all learners in the blended learning environment.
6. Increase academic growth and achievement in math and writing for all students
7. Increase academic growth and achievement in K-2 reading

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS & Profile of a Leader Evaluations
7. Student Data Tracking

KRAHN ELEMENTARY

GOAL ONE

We will reimagine learning to increase student achievement so that ALL students achieve at least one year's growth based on the student's individual learning goals.

STRATEGIES

1. Create a consistent Behavior and Academic RTi process to meet student needs and provide targeted supports.
2. Provide clarity and strategies for appropriate, personalized instruction and supports that promote growth and student ownership for all students including special populations. (EL, SPED and GT)
3. Respond to academic gaps created by COVID 19.
4. Develop the competencies in Visible Learning by introducing the learning pit and providing teacher clarity.
5. Build capacity in tier 1 instructional practices focused on balanced literacy and the math workshop model for both on-campus and online instruction.

GOAL TWO

We will cultivate talent by providing clear systems and support to foster focus and growth for all stakeholders.

STRATEGIES

1. Establish a multi-tiered support system to convey school-wide expectations and support character education to social emotional learning.
2. Use data to strategically plan campus professional learning with follow-up implementation and accountability.
3. Create a vertical alignment team that meets monthly to discuss school-wide strategies and systems.
4. Create clearly defined protocols for analyzing and tracking student data.

GOAL THREE

We will build community by deepening relationships and fostering open communication around our shared vision with all stakeholders.

STRATEGIES

1. Create a proactive system for new student integration.
2. Provide opportunities for parent involvement in school activities to promote stronger relationships both in person and virtually.
3. Provide streamlined, ongoing communication to increase clarity and participation for both on-campus and online students.
4. Establish student-centered, after school clubs and activities geared towards both academic and social goals.
5. Provide increased parent education and support through training and services focused on social-emotional needs and virtual learning.

KRAHN ELEMENTARY

STRENGTHS

1. Krahn is a Model Professional Learning Community School
2. Defined academic RTI process for student review
3. High academic achievement and growth in Mathematics supported by past STAAR tests and MAP scores

OPPORTUNITIES FOR GROWTH

1. Narrow the achievement gap of English Learners and Special Education students
2. Increase Academic Growth in Reading for ALL students
3. Continue to strengthen partnerships with community and parents via effective communication
4. Increase opportunities for writing across all grade-levels and cross curricula
5. Implement a school-wide PBIS system supported additional Behavior RTI

MEASURES & INDICATORS OF SUCCESS

1. Digital RTI Student Profiles
2. Student Growth Data On Assessments
3. RTI Resources And Effectiveness Analysis During PLC
4. Child Study/Progress Monitoring Meeting Notes
5. Lesson Plans
6. Classroom Walkthroughs, coaching session notes
7. Visible Learning Data including linking walks, learning intentions and success criteria,
8. Discipline data, CHAMPS visuals and logs, community circle curriculum
9. Professional Learning calendar, agendas, and participation
10. School Communication including feedback from surveys

KREINHOP ELEMENTARY

GOAL ONE

By reimagining learning and using best teaching practices, all students in grades PK-5 will demonstrate at least one year's growth by the end of the school year.

STRATEGIES

1. Equip teachers with research-based literacy tools, resources, and best practices to meet the needs of all learners.
2. Rigorously analyze data sources to drive classroom instruction and monitor student progress.
3. Increase the percentage of students scoring "Approaches Standard" on the Writing and Science STAAR assessments.
4. Ensure through the Covid-19 pandemic that students are afforded continuous learning opportunities to ensure students demonstrate at least one year's growth.
5. Provide targeted, personalized intervention for Tier II and Tier III students in order to close achievement gaps.

GOAL TWO

We will invest in our students' Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal setting and self reflection.

STRATEGIES

1. Provide meaningful professional learning opportunities in a variety of formats for all teachers and staff.
2. Reimagine learning for our Special Education students, with a focus in the area of reading, by maximizing co-teacher effectiveness.

GOAL THREE

We will develop positive relationships and build community with all students and families by shaping positive behaviors through systematic support and in-class learning opportunities.

STRATEGIES

1. Develop a systematic plan to improve the positive behavior intervention system for our students through Great Expectations.
2. Explore and implement community circles in classrooms to reinforce and enhance a sense of community, safety, and responsibility among classmates.
3. Partner with parents to support students' academic educational experiences through on-going learning opportunities.

KREINHOP ELEMENTARY

STRENGTHS

1. Our campus culture is thriving with supportive staff members who treat one another like family.
2. Leaders are empowered across the campus who are devoted in making collective decisions for continuous improvement.
3. Consistent community involvement and support fosters a positive partnership between home and school.
4. Enrichment opportunities before, during, and after school are available for students to explore interests, serve our community, and develop the whole learner.
5. Distinctions in the areas of Closing the Achievement Gap and Student Achievement in 2019.
6. Successful implementation of Great Expectations in 2019-20 to build positive relationships with students.

OPPORTUNITIES FOR GROWTH

1. Utilize the RTI Refresh Committee to improve academic interventions in Reading and Math.
2. Decrease number of office referrals and number of students receiving office referrals through the implementation of Great Expectations.
3. Implementation of Units and Study within the Balanced Literacy Framework.
4. Increase Student Achievement for all students.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
3. Gallup Poll (5th grade only)
4. Language Development (TELPAS)
5. Students Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
6. Stakeholder feedback (campus surveys)
7. Student Participation in Extracurricular clubs (Coding Club, Journalism Club, Basketball Club, etc.)

KRIMMEL INTERMEDIATE

GOAL ONE

Implement and support quality instructional strategies to ensure growth for EVERY student

STRATEGIES

1. Intentionally target the needs of our special education students in order to improve learning outcomes, ensure one year's growth, and close the achievement gap
2. Intentionally target the needs of our ESL, LEP, and ELL students in order to improve learning outcomes, ensure one year's growth, and close the achievement gap
3. Intentionally target the needs of our advanced learners in order to improve learning outcomes and ensure one year's growth
4. Implementation of personalized learning with a focus on student goal setting while also meeting the district expectations
5. Provide support programs that promote academic growth for students (in particular, focusing on our African American student group)

GOAL TWO

Continue to Develop our RTI process to support students' educational needs

STRATEGIES

1. Continue to develop Krimmel's Academic RTI process to support students
2. Continue to use our core values and character development program to engage all stakeholders in supporting the whole student
3. Continue to develop Krimmel's Behavior RTI process to support students

GOAL THREE

Provide job embedded support for teachers that results in equitable outcomes for students

STRATEGIES

1. Strengthen our PLC process to support personalized learning
2. Implement a new teacher support program throughout the year to strengthen initial instruction
3. Ensure there is a process that provides communication, monitoring and quality feedback to promote teacher growth
4. Have a robust Professional Development Plan to support campus staff in multiple areas to ensure student success

KRIMMEL INTERMEDIATE

STRENGTHS

1. Overall increase in the number of students participating in Pre-AP/Advanced Pathways
2. PBIS and Core Values (School Of Character Designation)
3. Holdsworth Campus for 20-21
4. Discipline data

OPPORTUNITIES FOR GROWTH

1. Growth in Math and ELA
2. SPED, EL, and Advanced Learners/GT
3. Personalized Learning
4. TELPAS

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Quarterly Assessments
7. STAAR/EOC SIMS
8. Campus Snapshot Data
9. PLC Agendas and Minutes
10. Campus Prioritization Report
11. Surveys
12. Evaluations & Walkthroughs (T-TESS & POL)
13. Grading Rubrics and Report Cards/Progress Reports
14. Student Centered Coaching Data

KUEHNLE ELEMENTARY

GOAL ONE

We will strive to cultivate an educational environment that is student focused and provides personalized learning through a flexible and innovative curriculum.

STRATEGIES

1. Provide personalized learning through guided groups and evaluate through standards-based grading/grading by standards.
2. Monitor every student to achieve a minimum of one year's growth through personalized learning.
3. Provide responsive and strategically planned academic and behavior interventions through RtI/WIN groups.

GOAL TWO

We will nurture Promise2Purpose investors through cultivation of talent by providing strategic coaching, targeted professional development, and self-reflection by utilizing the experiences learned through the Holdsworth Center.

STRATEGIES

1. Inspire, coach, and encourage others through effective feedback through collaboration and personalized support by applying learning from the Holdsworth Campus Leadership program to all our staff to empower and growing other leaders.
2. Intentionally monitor Tier 1 instruction using High Quality Teaching document, through student-centered coaching and feedback for increasing student achievement, growth and personalized learning.
3. Maximize personalized learning and student achievement through utilizing Blended Learning Champions, Digital Learning Specialist, and Librarian as coaches to use technology as an accelerator of learning.

GOAL THREE

We will foster relationships with all shareholders that promote collaborative partnerships, effective communication, and positive character traits.

STRATEGIES

1. Establish a culture through relational practices in which all students are known by name, strength, and need.
2. Create and maintain a school-wide culture of accessibility and responsiveness to our community by utilizing established high-functioning teams including CIDC and leadership, with a focus on school improvement to maintain an excellent reputation of high-levels of learning and achievement.
3. Shape Forever Learners that will demonstrate positive behavior and character skills using intentional feedback aligned to the Profile of a Learner.

KUEHNLE ELEMENTARY

STRENGTHS

1. Recognize and celebrate the achievements of our learners through our Klein ISD shared vision and guiding document of Profile of a Learner to make our vision a reality.
2. Supporting the development of the whole learner both academically and socially through aligned relational practices campus-wide.
3. Focusing on the whole child through many enrichment opportunities with extensions to learning through in-school activities and after-school clubs.
4. Utilizing guided groups as our model for tier one instruction and personalized pathways to instruct our students by strength and need.
5. Distributing leadership while empowering and growing others through teacher-led professional development on our campus.
6. Cultivated a strong campus culture of trust, partnership and collaboration through our shared campus beliefs within The Koala Way: Learning, Serving, Leading.

OPPORTUNITIES FOR GROWTH

1. Ensure monitoring and progress of students' growth in reading and math assessments, with a focus on Rtl students.
2. Monitor the subpopulations of students' academic growth to ensure the equity gap is closing.
3. Apply Holdsworth learning to other campus initiatives.
4. Utilize a data summary approach to track our progress by grade and class making our data visible on our campus.

MEASURES & INDICATORS OF SUCCESS

1. Academic Growth: QSEs,, Campus Common Assessments, formative assessments, STAAR, MAP, TELPAS, PK-2 Rubrics (Grading by Standards-Based Evaluation), Grades by Standards (3-5)
2. Lesson plans
3. PLC agendas and data
4. Teacher walkthroughs
5. Surveys
6. Character and Social/Emotional Wellness (Guidance Lessons on POLearner, Leadership Academy, Discipline Data, Attendance Data)
7. Rtl Progress Monitoring

LEMM ELEMENTARY

GOAL ONE

Ensure every student achieves on-level performance or shows Reading and Math growth by one or more years through personalized learning and student data tracking.

STRATEGIES

1. Improve the systems of RTI to meet students' needs through targeted lessons and interventions
2. Improve the rigor and delivery of quality Tier 1 instruction
3. Increase foundational math problem solving and number sense skills to improve math growth.
4. Improve and reinforce guided reading processes
5. Personalize instruction to ensure targeted support of student growth

GOAL TWO

Create a campus community that cultivates talent and builds reflective leaders who use feedback to drive improvement for students.

STRATEGIES

1. Utilize assessment data to plan for more targeted instruction
2. Utilize high functioning PLCs and high expectations for teacher support to cultivate talent
3. Based on student data identify coaching cycles needed to increase teacher efficacy

GOAL THREE

We will Build Community by engaging, educating, and equipping stakeholders by creating positive and effective relationships between all students, staff and families.

STRATEGIES

1. Establish a clear framework using PBIS model for improved campus culture and behavior
2. Align systems of communication with families through continuous feedback.
3. Focus on Visible Learning foundations to create an innovative environment.

LEMM ELEMENTARY

STRENGTHS

1. Visible Learning Certified School, an international accreditation
2. Use of the "Learning Pit" to model how students should embrace challenges.
3. 2nd Step social, emotional support program and PBIS that teaches and models social skills for students' growth and development.
4. Strong professional learning communities that are learner-focused and encourage teacher collective efficacy (1.56) with a positive momentum.
5. Flexible learning environments in a newly renovated school with access to current instructional materials and technology.
6. Low staff turnover.

OPPORTUNITIES FOR GROWTH

1. Provide a minimum of one year's growth in all student reading levels and math proficiency.
2. Know students by name, strength, and need through Learner Profiles.
3. Focus on increased enrollment of economically disadvantaged students to ensure proper supports are in place for academic and social growth, with a focus on Domain 2B.
4. Need for a positive intervention system with students who have high social development needs.

MEASURES & INDICATORS OF SUCCESS

1. Academic Growth (MAP growth, Lexia, ST Math, DRA, TX Kea, TPRI, TELPAS and STAAR)
2. Student growth goals
3. Achieve Visible Learning Accreditation
4. Survey data
5. Stakeholder feedback
6. Campus Discipline Data

MAHAFFEY ELEMENTARY

GOAL ONE

We will reimagine and personalize learning to ensure every student is supported by name, strength and need to achieve a minimum of one year's growth.

STRATEGIES

1. Strengthen teacher capacity and outcomes of strong language learners through integrating ELPs in all academic areas.
2. Improve the literacy and comprehension skills of all students who struggle with reading.
3. Provide intentional support for at-risk students to fill educational gaps.
4. Increase student capacity of numerical representations, concrete models, and hands-on learning experiences in math and science.
5. Build capacity of special education supports to strategically improve student achievement.
6. Increase capacity of GT/Advanced students with personalized learning opportunities.

GOAL TWO

Cultivate the talents of our exceptional staff through personalized, professional growth opportunities connected to the Klein ISD Guiding Documents and Mahaffey Core Values.

STRATEGIES

1. Utilize staff and specialists' expertise to explore and create personalized student learning plans and pathways.
2. Level up and leverage technology to innovate, connect, share, and enhance collaboration amongst staff.
3. Enhance interdependence of collaboration and capacity of staff to implement and strengthen co-teaching.
4. Increase the efficacy and ownership of the PLC process as a continuum of professional learning.

GOAL THREE

We will build community and foster positive relationships with intentional alignment to our Core Values (P.L.A.I.D.) and the Promise 2 Purpose vision by investing in effective communication and positive character curriculum for all stakeholders.

STRATEGIES

1. Continue to expand on student centered activities and community outreach to equip our diverse families with engaging, educational opportunities with the support from the Family Engagement Department.
2. Expand Restorative Practices and PBIS aligned to our core values and create support systems to maintain increased student involvement and leadership through building positive, sustained relationships with students, teachers, and community members.
3. Intentionally support newly enrolled students and their families to provide social, emotional and whole-student wellness.
4. Provide ongoing supports for families and staff, as needed, due to Covid-19.

MAHAFFEY ELEMENTARY

STRENGTHS

1. Academic (Math and Reading) Response to Intervention plans that foster closing the achievement gap for all learners.
2. Personalized Learning implementation resulting in higher student achievement, increased student voice and choice, higher teacher capacity and more innovative educational opportunities.
3. Strong community connection across large geographical and economic zones and ongoing, specific family engagement opportunities.
4. Social-Emotional development through use of Community Circles, Restorative Practices and PBIS.

OPPORTUNITIES FOR GROWTH

1. Increase student ownership of learning through personal data tracking and performance pathways.
2. More deliberate execution of the Professional Learning Community model for staff/teachers.
3. Strengthen literacy skills to meet and surpass growth indicators specifically for English Learners and students receiving special education services.
4. Enhance equity, cultural responsiveness and intentionally celebrate our student diversity.

MEASURES & INDICATORS OF SUCCESS

1. Student assessment data including MAP, Lexia reports, DRA/TPRI/Teja Lee, Learning Assessments, STAAR, TELPAS, SBG rubrics, ST Math reports
2. Child Study/RTI Documentation
3. Students personal data trackers and Schoology pathways
4. Feedback forms/surveys (staff and community)
5. Meeting agendas, professional development plans
6. Walkthrough data and coaching cycle completions
7. Parent university attendance and end of year graduates

MCDOUGLE ELEMENTARY

GOAL ONE

Using data-driven decisions, we will reimagine learning to increase student achievement through targeted, personalized instruction in all academic areas by 10% for all subgroups by the end of the 2020-2021 school year.

STRATEGIES

1. Increase support and delivery of strong Tier I instruction for higher level thinking skills for all learners.
2. Increase students' explicit vocabulary and language development for strong academic connections.
3. Provide consistent opportunities and skill development through the reader's workshop to increase reading growth and achievement.
4. Expand consistency of Math workshops to improve number sense and competence with numbers.
5. Support systems and processes to improve learning outcomes for students.

GOAL TWO

Cultivate talent through focused professional development to increase student achievement and growth by ten percent with an emphasis on culturally responsive practices for the 2020-2021 school year.

STRATEGIES

1. Effectively use backward design to provide instruction that is consistent with scope and sequence using formative assessments for learning.
2. Support collaborative planning for instruction that includes spiraling of concepts and skills and re-teach opportunities.
3. Improve targeted supports and lessons through RtI to support student needs.
4. Utilize specialists to support personalized learning in the classroom.

GOAL THREE

Build Community through intentional activities to promote positive relationships with students, families and the community within the systems of our school as measured by family participation, parent feedback, and Gallup Poll.

STRATEGIES

1. Continue to provide support for culturally responsive instruction within our school community to support learning.
2. Improve school culture through Positive Behavior Intervention Support.
3. Provide a clear understanding of parent engagement through intentional efforts to support families and their needs.
4. Provide opportunities to recognize and celebrate students and teachers and provide supports as it pertains to character education, student leadership, and school culture.

MCDOUGLE ELEMENTARY

STRENGTHS

1. Dedicated, relationship-driven staff motivated to achieve student academic success.
2. English Language Learners continue to show growth through strong and systematic language supports.
3. As a result of PBIS, student discipline referrals are lower.
4. Positive Behavior Interventions and Supports are effective for students.
5. Students have multiple opportunities to participate in student-interest activities and student support groups.

OPPORTUNITIES FOR GROWTH

1. Utilize a systematic RtI framework to ensure support to all students in a timely and targeted manner.
2. Decrease learning gaps for students due to loss of instruction and learning opportunities due to COVID-19.
3. Consistently utilize culturally responsive teaching strategies.
4. Close achievement gap for African American students.
5. Integration of Personalized Learning and digital resources to increase student engagement and growth.

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP Data, TPRI, benchmark and common assessments
2. Comprehensive data walls
3. Smart/Stretch goals embedded in PLC agendas to impact student learning
4. ESF Goals
5. Lesson plans and walkthroughs with feedback to improve instruction and student learning
6. Discipline Data

METZLER ELEMENTARY

GOAL ONE

Build community and create an environment that nurtures and develops equipped scholars.

STRATEGIES

1. Develop student leaders who model excellence in character and provide opportunities for students to be innovative, creative, and have an awareness of college and careers that reflect their passions and enable them to be life ready.
2. Provide a safe, positive, and supportive environment and elevate stakeholder involvement.

GOAL TWO

Create an environment where talent is cultivated through targeted professional learning, feedback loops, and collaboration.

STRATEGIES

1. Develop vertical learning teams and impact partnerships providing opportunities for teachers to connect, collaborate, participate in goal setting, and learn ways to support their students academically.
2. Provide targeted, high impact professional learning.

GOAL THREE

Re-imagine learning and create an equitable and personalized learning environment in which EVERY student is challenged in all academic areas.

STRATEGIES

1. Build assessment-capable visible learners who own their learning.
2. Leverage technology to advance student achievement and personalize student learning pathways.
3. Implement strategies to improve achievement of all students and close achievement gaps in reading, writing, and mathematics.

METZLER ELEMENTARY

STRENGTHS

1. Visible Learning Certified School
2. Recognized as a Model Professional Learning Community At Work
3. Earned TEA Accountability rating of an A (2019)
4. Earned a score of 100% for closing performance gaps (2019)
5. Received two Designation Distinctions (Science and Top 25%; Closing the Gaps) (2019)

OPPORTUNITIES FOR GROWTH

1. Continue to decrease the achievement gap in reading, writing, and math for English Learners and Special education students.
2. Increase the number of students performing at the meets and masters level in writing.
3. Ensure that every student levels up and makes at least one year's growth by performing at meets and masters.
4. Decrease gaps caused by COVID Slide for ALL students.

MEASURES & INDICATORS OF SUCCESS

1. Local, district, state, and national indicators collected from MAP, common assessments, quarterly summative assessments, grade reports, STAAR, TELPAS, and DRA probes.
2. Campus Snapshot Data.
3. Increased number of students being recognized for exhibiting Effective Learner Dispositions (Profile of a Learner).
4. Increased number of students participating in learning celebrations and celebration parades.
5. Increased number of students participating in clubs and in service projects.
6. Data obtained from student focus groups.
7. Increase in the number of opportunities for stakeholders to be involved.
8. Teacher PD reflections, Eduphoria goal setting comments, walk-throughs, and survey results reflect the impact of professional development on teaching.

MITTELSTADT ELEMENTARY

GOAL ONE

Reimagine learning by personalizing instruction and rigorously analyzing data to know each student by name, strength, and need to ensure every student makes a minimum of one year's academic growth.

STRATEGIES

1. Empower and equip teachers to rigorously analyze and track student data in all academic areas, determined by using a variety of assessments including MAP, DRA, TPRI, CCA, STAAR, campus and district assessments.
2. Improve Tier 1 instruction in the areas of engagement, rigor, and formative assessment in a virtual and traditional classroom setting.
3. Close the achievement gaps with our student groups to ensure high levels of learning and growth for all students.

GOAL TWO

We will invest in Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal setting, and self-reflection for improved student outcomes.

STRATEGIES

1. Demonstrate collective efficacy and clarity through high-functioning PLCs by focusing on the four essential questions evidenced by active participation and forward preparation, which will result in every student's data showing growth from BOY to EOY.
2. Implement Strategic Response to Intervention systems to improve academic and behavior interventions, including staff and student expectations, and reviewed monthly during designated PLC time.
3. Develop routine formative assessments to drive differentiated instruction, interventions and enrichment that improve overall student achievement by evidence of all students showing growth from BOY to EOY.

GOAL THREE

Build a collaborative learning community by increasing family/community involvement while fostering a strong home-school partnership resulting in confident students who meet their goals.

STRATEGIES

1. Provide on-going, multiple opportunities (minimum of 10) for family and community involvement in school wide events to align school home connections for improved campus culture.
2. Strengthen in-class student supports of good character skills and a strong school community through Community Circles and Positive Behavior Intervention Supports to shape behaviors.
3. Use common language and expectations to establish and spiral strong Patriot core values that drive a positive culture on campus.



MITTELSTADT ELEMENTARY

STRENGTHS

1. The supplemental support for both academic and social growth of students benefits the co-teach model for collaboration.
2. Mittelstadt has a positive school culture that is aligned to Patriot Core Values and celebrates greatness in all investors.
3. Mittelstadt has embraced the growth mindset through Visible Learning strategies.
4. Collaboration among teachers and specialists is growing and creating stronger teams in building trust and collective teacher efficacy.
5. Staff is always willing to step up and do whatever it takes to create a thriving student learning environment.

OPPORTUNITIES FOR GROWTH

1. We need to strengthen personalized instructional support in the area of math for improved student growth.
2. We need to strengthen personalized instructional support in the area of reading for improved student growth.
3. We need to strengthen Tier 1 instruction in the area of writing across grade levels.
4. Teachers collectively need more training and ownership to rigorously analyze data for improved student learning with a focus on subpopulations of students to ensure a minimum of one year's growth for every student.
5. Increase training and procedures of social skills for improved student outcomes of positive behavior.

MEASURES & INDICATORS OF SUCCESS

1. Campus assessment data which includes MAP, DRA, STAAR, TELPAS, campus assessments, district assessments.
2. Family and community event offerings
3. Discipline data
4. PLC meeting agendas and minutes
5. Gallup Poll



MUELLER ELEMENTARY

GOAL ONE

Strengthen relationships throughout our campus community to build a positive culture focused on learning.

STRATEGIES

1. Establish a culture in which all learners are known by name, strength, and need.
2. Skillfully communicate and gather feedback from every voice.
3. Create and maintain a school-wide culture of accessibility and responsiveness to be inclusive of all of our students.
4. Shape Forever Learners that will demonstrate positive behavior and character.
5. Create a culture of care between students and classroom teachers by utilizing a variety of research-based strategies for effective relationship building

GOAL TWO

Cultivate talent by fostering a culture of collective teacher efficacy.

STRATEGIES

1. Foster collective teacher efficacy through team building and collaboration through high-functioning PLCs.
2. Equip P2P Investors through targeted professional learning with a focus on HQT.

GOAL THREE

Re-imagine learning and create an equitable and personalized learning environment in which every student is challenged in all academic areas.

STRATEGIES

1. Utilize formative data to inform instruction, monitor and celebrate student progress.
2. Provide targeted support to students based on strengths and needs.

MUELLER ELEMENTARY

STRENGTHS

1. Small group instruction in all grade levels
2. Co-teach model implemented in Special Education in fourth and fifth grade
3. Teacher commitment to students and families during COVID-19 and Zoomed at least 4 days per week
4. Classroom teachers experience level and retention
5. Long-range planning with specialist support every quarter
6. Acceptance into Personalized Learning Cohort 1

OPPORTUNITIES FOR GROWTH

1. Expansion of co-teach model throughout every grade level
2. Implementing Personalized Learning campus-wide
3. Meeting all students where they are by identifying them by name, strength, and need and creating individual learner profiles
4. Developing positive relationships with all new families
5. Coming together as a Mueller family with our new shared vision: With a focus on relationships, we will inspire and celebrate the growth of EVERY learner

MEASURES & INDICATORS OF SUCCESS

1. Formative and summative assessment data (MAP, TPRI, DRA, Quarterly Assessments, STAAR)
2. Family and staff surveys
3. Parent inventories
4. PLC Agendas, Faculty Meeting Agendas, PD Agendas
5. Gallup Poll

NITSCH ELEMENTARY

GOAL ONE

Reimagine Learning in all academic areas to ensure EVERY student achieves more than one year's growth.

STRATEGIES

1. Devise a system to ensure teacher clarity of deconstructing the TEKS.
2. Establish a framework of high-quality ELAR, Math, and Science instruction across all classrooms.
3. Establish an effective framework for ELAR instruction.
4. Build a sustainable RtI system of support for targeted student interventions.
5. Improve the outcome of students achieving Meets and Masters on assessments for learning

GOAL TWO

Cultivate Talent through building collective teacher efficacy and a strong learning continuum

STRATEGIES

1. Create an effective process of backwards design for teachers to follow and implement independently.
2. Expand teacher clarity and capacity on the four guiding questions of the PLC process.
3. Establish an effective, collaborative co-teach model for improved student outcomes.
4. Refine the coaching cycles to improve teacher accountability.

GOAL THREE

Build Community to ensure there is a common language and clear expectations for EVERY student as it pertains to character education and school culture.

STRATEGIES

1. Build capacity in teachers for supporting student social and emotional development.
2. Promote and develop opportunities to increase parental involvement, foster a strong home-school partnership.

NITSCH ELEMENTARY

STRENGTHS

1. Academic Growth in Reading and Math.
2. Specialists and co-teachers provide strong support, coaching and strategic interventions with teachers of diverse academic needs.
3. Leadership team is aligned in high expectations and outcomes for students through solid support.
4. Teachers demonstrate high quality instruction for virtual and in person learning.
5. Exemplar accountability system for tracking data across all content areas for grades 3 - 5.
6. Strong PLC through focused collaborative teams in building collective efficacy around the targeted work.

OPPORTUNITIES FOR GROWTH

1. Increase Academic Achievement for EVERY student.
2. Strengthen Tier I literacy and math instruction through implementing TEK Guidance Model with fidelity.
3. Focus on getting students to achieve more than a year's worth of growth in order to get more students to the Meets and Masters level of performance.
4. Modify the structured RTI Framework to support academic and behavior support.
5. Refine campus accountability system for tracking data across all content areas for grades 1-2.

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP, Campus Common Assessments, DRA and Benchmark Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs using Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. SMART Goals/ PLC Agenda action steps
6. Coaching Conferences
7. T-TESS & Profile of a Leader Evaluations
8. Gallup Poll

NORTHAMPTON ELEMENTARY

GOAL ONE

Improve the instructional approach of solid Tier 1 instruction through personalized and blended learning to ensure academic achievement for all students through rigorous data analysis to ensure a minimum of one year's growth.

STRATEGIES

1. Refine systems and supports for blended and personalized learning.
2. Utilize Unit Reflection Sheet and Lead4Ward strategies to ensure high-quality math instruction and growth of all learners.
3. Improve targeted instruction that supports strong literacy development and critical thinking skills.
4. Provide personalized support for every student through RtI to intervene and enrich learners.
5. Refine routine data digs and formative assessments to drive instruction to improve learning outcomes.

GOAL TWO

Based on continuous feedback, provide targeted professional learning to faculty and staff that promotes high-quality teaching, student achievement, and a collaborative community of educators focused on continuous improvement.

STRATEGIES

1. Build teacher capacity and skills for personalizing instruction and monitoring student progress with digital and traditional resources
2. Redesign master schedule to maximize instructional time and support for all students and staff.

GOAL THREE

Continue to grow intentional, positive relationships with students, staff, and community that support our positive school culture.

STRATEGIES

1. Expand bi-culturalism through a strong framework of the Dual Language Program.
2. Blend traditions from school communities to effectively unite our new students and families into our school culture.
3. Continue building strong students of character through learner qualities and supporting our families with strong school to home connections.

NORTHAMPTON ELEMENTARY

STRENGTHS

1. Diverse and growing population.
2. Growing staff of High Quality teachers that are committed to student growth.
3. PBIS drives our character education support.
4. Increased communication and community outreach events.
5. All teachers know students by name, strength and need.
6. Strong involvement with PFO.
7. Campus Special Populations task forces to support practices for instruction and academics.
8. Data driven PLCs that focus on student growth and goal- setting.

OPPORTUNITIES FOR GROWTH

1. Improve growth of EL and close the achievement gap.
2. Focus on Learner Quality instruction and recognition.
3. Improve high-quality instruction in K-2 to build strong foundational reading skills.
4. Improve RtI support for students.
5. Improve number sense understanding in K-2.

MEASURES & INDICATORS OF SUCCESS

1. Assessment data
2. Student data trackers
3. Lesson plans
4. Family and community event calendars and attendance
5. STAAR, MAP, TPRI, DRA, and TELPAS student data
6. IEP Progress Reports
7. Walkthroughs/observations
8. Community and staff feedback
9. Calendar of Professional Development

ROTH ELEMENTARY

GOAL ONE

Reimagine Learning by knowing every student by name, strength and need to ensure a minimum of one year's growth for all students by focusing on a mastery-based mindset.

STRATEGIES

1. Improve academic performance of all students by focusing on data and evidence collected in Reading and Language Arts to help ensure one year's academic growth for all students.
2. Improve academic performance of all students by focusing on data and evidence collected in Math and Science to help ensure one year's academic growth for all students.
3. Promote the goals from the guiding coalitions to help ensure one year's growth for all sub-populations including Gifted Talented and help close the achievement gap of English Learners, Economically Disadvantaged, and Special Education students.

GOAL TWO

We will invest in our students Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal setting and self reflection.

STRATEGIES

1. Provide quality professional development to equip teachers with high yield strategies designed to improve student understanding and mastery of essential standards.
2. Inspire coaching and encouragement of others through effective feedback, aligned to high-quality teaching with a system of ongoing support from leadership to all teachers.
3. Ensure that teachers have a complete understanding and are implementing competency based progressions from the 4 tenets of personalized learning.

GOAL THREE

We will continue to foster relationships with all shareholders through Great Expectations to promote collaborative partnerships, effective communication and positive character traits, aligned to Profile of a Learner.

STRATEGIES

1. Continue to effectively embed the Great Expectations program and PBIS model to build a culture of respect, clear expectations, along with high academics.
2. Promote student-centered activities and community outreach to equip our diverse families with engaging and educational opportunities.
3. Implement a variety of programs to help students become pathway explorers, equipped scholars, values-driven leaders and forever learners.
4. Focus on student wellness and campus safety.
5. Focus on setting clear expectations and procedures for communication to all school community stakeholders.



ROTH ELEMENTARY

STRENGTHS

1. A majority of all staff members have been trained in and will continue to implement Great Expectations strategies to improve both student/staff relationships and promote high academics, and teachers new to Roth have been enrolled in GE training in Tomball ISD in July 2020
2. GT students will participate in multiage classrooms for the third year of implementation
3. 5th grade Math SIM approaches category increased 4%
4. 5th grade SPED subpopulation increased in percent approaches 30% from the 2019 SIM (29% in 2019 to 59% in 2020)
5. 5th grade Reading SIM approaches, meets and masters all increased from the 2019 SIM (approaches up 1%, meets up 4% and masters up 7%)
6. 4th grade Writing SIM approaches, meets and masters all increased from the 2019 SIM (approaches up 3%, meets up 7% and masters up 7%)
7. Creation of aligned, quality assessments
8. Analyzing data
9. Rtl process updated

OPPORTUNITIES FOR GROWTH

1. Improve percentage of K-2 students meeting grade level standards
2. Improve percentage of 3-5 students in the "meets" and "masters" categories
3. Close achievement gap between Special Education and other sub-populations
4. Improve teachers' understanding and use of data to personalize instruction
5. Clarify procedures and expectations to improve communication between home and school
6. Roth will host a cultural celebration night in order to promote cultural awareness for the variety of cultures represented at Roth.

MEASURES & INDICATORS OF SUCCESS

1. Assessment data including STAAR, Sim Test, TPRI, DRA, MAP, CCAs, Summative Exams
2. Monthly Leadership S'More Newsletter to the community
3. Consistent use of Remind for parent communication
4. Grade level monthly newsletter
5. A school wide standard for teacher websites
6. Attendance data from family nights



SCHINDEWOLF INTERMEDIATE

GOAL ONE

We will improve every student's academic and behavioral performance through a system of tiered interventions and campus-wide positive behavioral strategies.

STRATEGIES

1. Utilize an academic RtI process to apply effective interventions strategies to meet student academic needs.
2. Utilize a behavioral RtI process to apply effective intervention strategies to reduce student misconduct.
3. Initiate strategies associated with Positive Behavioral Interventions and Supports (PBIS).

GOAL TWO

We will ensure that we are closing the achievement gap and supporting student growth for our special populations.

STRATEGIES

1. Support SPED students through monitoring, Student-Centered Coaching, and interventions that will allow students to make progress.
2. Support GT and advanced learners through monitoring, Student-Centered Coaching, and instruction that will allow students to make progress at an accelerated pace.
3. Support EL students through monitoring, Student-Centered Coaching, and interventions that will allow students to make progress.

GOAL THREE

We will support High Quality Teaching (HQT) and effective initial instruction through the application of best practices in these areas.

STRATEGIES

1. We will support all staff learning/efficacy through school-wide and PLC learning and campus training.
2. We will implement and support teachers in their use of Personalized Learning (PL) strategies to increase student engagement.
3. We will provide quality feedback, celebration, and Student-Centered Coaching around HQT for staff to support teacher development and self-efficacy.

SCHINDEWOLF INTERMEDIATE

STRENGTHS

1. Overall increase in the number of students participating in Pre-AP/Advanced Pathways
2. Student discipline
3. Growth in multiple areas of the Accountability system (18-19)

OPPORTUNITIES FOR GROWTH

1. Personalized Learning
2. Growth in ELA and Math
3. TELPAS
4. SPED, EL, and Advanced Learners/GT
5. Systems around RTI and PLC
6. Core Values and PBIS

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. Quarterly Assessments
7. Campus Snapshot Data
8. PLC Agendas and Minutes
9. Surveys
10. Evaluations and Walkthroughs (T-TESS & POL)
11. Grading Rubrics and Report Cards/Progress Reports

Updated 9-16-2020

SCHULTZ ELEMENTARY

GOAL ONE

Re-imagine learning to create a personalized learning environment so that EVERY student achieves one year's growth.

STRATEGIES

1. Refine campus RtI Processes to provide an equitable system of high expectations and necessary supports to meet the needs of all students, and that will ensure the campus meets the STAAR Academic Achievement Status target scores for the Hispanic (37%), white (60%), and SPED (19%) student groups.
2. Collaborate within the PLC by general education and special education teachers to build their collective efficacy for supporting all learners to high levels of achievement.
3. Ensure that the delivery of Tier 1 High Quality Teaching is aligned to district standards and expectations, whether online or in person.

GOAL TWO

Cultivate talent to maximize teacher's effectiveness and invest in their development as a High Quality Teacher.

STRATEGIES

1. Inspire, encourage, coach, and develop teachers to have a growth mindset, to take risks, and personalize learning for their students including Virtual and Blended opportunities.
2. Equip teachers with research-based literacy tools, resources, and best practices to meet the needs of all learners, regardless of their learning platform (Klein online or Klein in person).
3. Build teacher capacity through focus teams to address or support the needs of students who are served through Multilingual, Special Education, and Advanced Academics.

GOAL THREE

Build Community by maintaining a relationship of trust, partnership, and collaboration with our staff, students, families, and our community.

STRATEGIES

1. Increase parent involvement through targeted support, volunteer outreach, and family engagement activities.
2. Strengthen character development to impact academic performance and school culture.
3. Incorporate the Nurtured Heart Approach, Schultz SOAR core values, and PBIS practices through the direction of the Counselor, PBIS Team, and Discipline Committee members.
4. Focus on campus emergency and safety operations planning through timely emergency drills, improved emergency operations planning, and timely CPR and First Aid training.

SCHULTZ ELEMENTARY

STRENGTHS

1. Protected blocks of instructional time
2. Scheduled intervention time for each grade level
3. Refined RTI process
4. Relationships with students and families
5. Stability amongst faculty and staff
6. Strong partnership with local area churches (mentor program)
7. Multiple opportunities for students to participate in extracurricular activities before/after school
8. Support from PTO and community organizations

OPPORTUNITIES FOR GROWTH

1. Reading achievement in the Hispanic, White, and Special Education student groups
2. Achievement in all content areas for the Asian student group
3. Increased parent involvement

MEASURES & INDICATORS OF SUCCESS

1. Student assessment data
2. Lesson plans including intervention time
3. PLC attendance, PLC agendas, PLC norms
4. Walkthrough data, T-TESS, coaching cycle plans
5. Professional Learning plans and attendance
6. Committee agendas and minutes
7. Discipline data: Office referrals, Counselor visits, Discipline committee meeting agendas and sign in sheets

STRACK INTERMEDIATE

GOAL ONE

Continue improving school culture by creating an environment that leads to improved student outcomes

STRATEGIES

1. Communicate and implement comprehensive character education program
2. Implement campus based staff and student mentoring program designed to support district program
3. Engage families of specifically under-served/historically non-participating groups
4. Ensure systems, programs, and staff operate in a culturally responsive manner

GOAL TWO

Ensure that instruction is aligned with High Quality Teaching focused on highly impactful initial instruction that meets the needs of every student

STRATEGIES

1. Improve communication with staff through feedback and targeted Professional Development
2. Increase knowledge and application of personalized learning through communication and targeted Professional Development
3. Improve PLC's effectiveness/productivity/structure
4. Structure Special Education department and resources to obtain maximum impact on student achievement
5. Leadership teams meet weekly, focused on campus goals
6. Meet the unique academic needs of Advanced Academics (GT) students
7. Meet the unique academic needs of EL students
8. Increase the instructional leadership capacity of administration.

GOAL THREE

Improve RTI structure and processes to increase student achievement of all learners

STRATEGIES

1. Advance Structures and processes of Academic RTI in collaboration with teaching staff and RTI committee
2. Advance structures and processes of Behavior RTI in collaboration with teaching staff and RTI committee

STRACK INTERMEDIATE

STRENGTHS

1. Overall increase in the number of students participating in Pre-AP/Advanced Pathways
2. Core values and school culture
3. Technology and curriculum support
4. Community involvement

OPPORTUNITIES FOR GROWTH

1. Personalized Learning
2. Growth in ELA and Math
3. TELPAS
4. SPED, EL, and Advanced Learners/GT
5. Systems around RTI and PLC
6. Discipline (ISS, OSS, and DAEP/JJAEP) - specifically with disproportionality of African American males in special education
7. Intervention/Enrichment time and structure

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Quarterly Assessments
7. STAAR/EOC SIMS
8. Campus Snapshot Data
9. PLC Agendas and Minutes
10. Campus Prioritization Report
11. Surveys
12. Evaluations and Walkthroughs (T-TESS & POL)
13. Grading Rubrics and Report Cards/Progress Reports
14. Student Centered Coaching Data

THEISS ELEMENTARY

GOAL ONE

Re-imagine learning and create an equitable and personalized learning environment in which EVERY student is challenged in all academic areas to make a minimum of one year's growth.

STRATEGIES

1. Monitor student progress and growth to ensure all students are successful and challenged.
2. Implement strategies to improve achievement of all students and close achievement gaps in reading, mathematics, and writing.
3. Leverage technology to advance student achievement and personalize student learning pathways.

GOAL TWO

Cultivate talent by recruiting and developing high performing staff through personalized professional development and self-reflection.

STRATEGIES

1. Increase teacher competency in instructional techniques to improve high-quality teaching.
2. Provide targeted, personalized professional development.
3. Build an environment of collective efficacy that encourages risk-taking, collaboration, and failing forward.

GOAL THREE

Nurture and develop equipped scholars by creating an environment of partnership and collaboration with all stakeholders.

STRATEGIES

1. Develop student leaders who model excellence in character.
2. Implement before, after, and during school activities and parent education to strengthen the connection between home and school.
3. Emphasize restorative practices by strengthening relationships and social connections within the classroom and school community.



THEISS ELEMENTARY

STRENGTHS

1. Staff is equipped to build strong relationships with students and utilize de-escalation techniques to reduce disciplinary actions.
2. Tier I instruction is rigorous, diversified, and aligned to the standards so that students are successful.
3. Identifying and targeting student needs and providing supports and services to meet those needs and close achievement gaps.

OPPORTUNITIES FOR GROWTH

1. Individual students are not reaching one year's growth in reading.
2. Student achievement in 5th grade math, reading and science is lower than other student groups and includes a wide range of student needs.
3. The blended learning model has not reached full implementation by all teachers.

MEASURES & INDICATORS OF SUCCESS

1. Students meet the local, district, state, and national indicators collected from MAP, common assessments, benchmark assessments, grade reports, STAAR, TELPAS, and DRA probes.
2. Reduced number of discipline write ups/restraints
3. Increased reading levels and number of students reading on grade level or making at least one year's growth.
4. 5th grade MAP data progress measures
5. Participation rates for Klein Online



ULRICH INTERMEDIATE

GOAL ONE

Academic RTI: Maintain appropriate implementation, tracking and intervention for Tiers 1, 2 and 3, and support growth and success among all populations, utilizing an active RTI program responsible for monitoring HQT, data, and special populations.

STRATEGIES

1. Monitor and support GT/Advanced population to ensure growth in all students.
2. Monitor and support students who receive SPED services population to ensure overall growth in all students and close the achievement gap between the students who receive SPED services population and general population.
3. Monitor and support our ESL population to ensure overall growth in all students and close the achievement gap between the ESL population and general population.
4. Manage MAP testing to fully utilize environment, celebrations, and goal setting to maximize the usefulness of the data [major targets are in math, MOY MAP "Met Expected Growth" and with students who receive SPED services in MOY MAP "Approaches," to address biggest trends in MAP growth in math and science, and among our ELL students in general].
5. Respond to COVID 19 as it pertains to models of full and partial reopening of the district/campus and to the anticipated COVID 19 Quarter four gaps as well.
6. Focus our practices in observation on HQT/coaching & feedback.

GOAL TWO

Behavior RTI: Continue to implement PBIS and maintain a clearly defined system of intervention for tiers 1, 2 and 3, by maintaining an active RTI program responsible for monitoring PBIS, Student behavior and interventions, and other campus programs.

STRATEGIES

1. Implement PBIS systems that were started last year, but interrupted by Covid-19 and quarantine.
2. Submit an application for National School of Character.
3. Take specific steps to address high impact community concerns present in the Gallup Poll on the campus with visibility and fidelity.
4. Put particular emphasis on prevention and restoration of high level SPED behaviors not addressed in BIP.

GOAL THREE

Personalized Learning: Continue to build capacity in the PL tenets of personalized learning and flexible seating while continuing to work with the Ed Elements Cohort pilot.

STRATEGIES

1. Continue Bulldog Intervention/Enrichment Periods as our T3 Academic and Behavioral intervention.
2. Innovate and disrupt the status quo in ways that place the student first and prioritize equity.
3. Push the PLC work forward under our two areas of personalized learning focus: (A) pathways and (B) flexible learning environments.

ULRICH INTERMEDIATE

STRENGTHS

1. PLC Model Campus
2. PBIS Campus
3. Use of MAP and campus wide interventions/enrichment programs
4. Personalized Learning Cohort 1

OPPORTUNITIES FOR GROWTH

1. SPED, EL, and Advanced Learners/GT
2. Growth in math and ELA
3. Communication between campus and community
4. Personalized Learning

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. Quarterly Assessments
7. Campus Snapshot Data
8. PLC Agendas and Minutes
9. Surveys
10. Evaluations and Walkthroughs (T-TESS & POL)
11. Grading Rubrics and Report Cards/Progress Reports
12. Student Centered Coaching Data

VISTAS HIGH SCHOOL

GOAL ONE

Reimagine Learning: Staff will look for ways to personalize learning for every student based on the student's unique needs and strengths.

STRATEGIES

1. Provide targeted instruction and supports to ensure EVERY graduate can achieve an endorsement upon graduation.
2. Implement research-based strategies and best practices to increase student performance in all areas with an added emphasis on Reading & Writing.

GOAL TWO

Cultivate Talent: Empower and equip teachers with resources, tools, and opportunities to grow and improve student learning.

STRATEGIES

1. Build leadership capacity by creating teams that will work to ensure that EVERY Vistas Student Exits with a Purpose.
2. Provide targeted Professional Development for all Vistas teachers.
3. Provide social/emotional opportunities for Vistas Students to receive training then apply learning in leadership situations.

GOAL THREE

Build Community by establishing a culture of trust, partnership, and collaboration by working on relationships with students, families, and our community.

STRATEGIES

1. Increase the positive culture and perception of Vistas with students, families, staff and community.
2. Provide students with integrated character education, skills for a healthy lifestyle, empowerment tools, and positive adult relationships/role models.

VISTAS HIGH SCHOOL

STRENGTHS

1. Great diversity at Vistas which is recognized and celebrated.
2. New opportunities for advanced course work and plans to become an Early College High School.
3. Increased graduation rates.
4. Increased number of students graduating with an endorsement or college credit.
5. Strong relationships.

OPPORTUNITIES FOR GROWTH

1. Increasing rigor and relevance through High Quality Teaching (HQT) and the PLC process.
2. Increasing advanced academic opportunities.
3. More input/ownership from students and teachers.

MEASURES & INDICATORS OF SUCCESS

1. College Readiness Benchmarks
2. Extracurricular Participation Rates
3. CTE Certifications/Endorsements
4. Student Discipline Rates
5. Advanced Course Participation, Retention, and Success Rates
6. Student and Staff Attendance Data
7. Gallup Student Poll
8. STAAR/EOC and STAAR/EOC SIMS
9. TELPAS
10. Campus Common Assessments
11. Campus Snapshot Data
12. PLC Agendas & Minutes
13. Campus Prioritization Report
14. Surveys
15. Evaluations & Walkthroughs (T-TESS & POL)
16. Grading Rubrics & Report Cards/Progress Reports



WUNDERLICH INTERMEDIATE

GOAL ONE

We will increase student achievement and narrow the achievement gap by focusing on student growth through high quality tier 1 instruction

STRATEGIES

1. Implement and monitor established PLC procedures to increase the collective capacity of teachers through collaborative study and professional dialogue.
2. Implement an ongoing system for regular monitoring of classroom instruction to provide guidance, professional development, and other resources as needed.
3. Provide opportunities for EL students to develop their English language proficiency so that we close the current achievement gap and ensure a year's worth of growth.
4. Monitor and support the transition into Reimagining Special Education so that we close the current achievement gap and ensure a year's worth of growth.
5. Support advanced pathways and programming for GT learners to ensure they experience at least a year's worth of growth.

GOAL TWO

We will strengthen campus community relationships and align our behavior systems so that we create a positive culture and remove behavioral barriers to student learning

STRATEGIES

1. Align systems of tier 1 behavior supports (PBIS, RP, Character Education, etc.) and continue to deepen implementation of programs to ensure that Wunderlich is a State School of Character.
2. Develop, launch, and implement a successful mentor program for both teachers and students.
3. Provide opportunities to improve relationships with all stakeholders and develop a coherent family engagement program (i.e., families, business, churches, etc.).
4. Collaboratively work with staff and student organizations (student voice) to create a positive campus culture.
5. Establish an action team to investigate disproportionality in discipline referrals for African American male students and determine strategies to close the gap.

GOAL THREE

We will continue to effectively monitor and support individual student growth and performance through tiered academic, behavior and attendance intervention systems

STRATEGIES

1. Refine current practices and include teachers and families in the identification of students for academic support, determination of tiered interventions, and monitoring of student progress.
2. Refine current practices and include teachers and families in the identification of students for behavior support, determination of tiered interventions, and monitoring of student progress.

WUNDERLICH INTERMEDIATE

STRENGTHS

1. Fine Arts and extra-curricular activities
2. Diverse student population
3. Extended day along with additional staff provide time during the day for PLC and intervention
4. Special Education Pilot around reimagining services
5. Strong RTI foundation in place
6. Growth in the overall participation of students in Pre-AP and advanced pathways
7. Emerging School of Character Designation in 19-20

OPPORTUNITIES FOR GROWTH

1. Overall STAAR/EOC performance specifically in ELA, math, and social studies
2. Growth in math and ELA (Use of MAP data)
3. SPED, EL, and Advanced Learners
4. Discipline (ISS, OSS, and DAEP/JJAEP) - specifically with disproportionality of African American males in special education
5. Personalized Learning
6. Overall systems, structures, accountability, and follow-through on action items

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Quarterly Assessments
7. STAAR/EOC SIMS
8. Campus Snapshot Data
9. PLC Agendas and Minutes
10. Campus Prioritization Report
11. Surveys
12. Evaluations and Walkthroughs (T-TESS & POL)
13. Grading Rubrics and Report Cards/Progress Reports
14. Student Centered Coaching Data



ZWINK ELEMENTARY

GOAL ONE

Zwink will reimagine learning to increase student achievement for all students and narrow the achievement gap by a minimum of 10% for special education students in all subjects.

STRATEGIES

1. Analyze data rigorously to improve Tier 1 instruction so all students will achieve a minimum of one year's growth.
2. Ensure that high quality teaching strategies and personalized learning are implemented in all classrooms.
3. Implement Visible Learning strategies in all classrooms with a focus on learning intentions and success criteria.
4. Increase academic achievement for special education students in reading by 10%.

GOAL TWO

We will cultivate talent by increasing collective efficacy among the entire staff.

STRATEGIES

1. Strengthen culture of mutual accountability.
2. Provide personalized professional learning opportunities for staff.

GOAL THREE

Build community by deepening understanding around our shared vision.

STRATEGIES

1. Utilize relational practices to increase social-emotional support for students.
2. Engage parents and families in various engagement opportunities for a successful school to home connection.
3. Address racial, ethnic, and linguistic biases that may exist through culturally responsive professional learning and application.

ZWINK ELEMENTARY

STRENGTHS

1. Two-Way Dual Language program is growing as we continue to build a bi-cultural campus.
2. Zwink continues to be results-focused with 93% of our K-2 students meeting or mastering TPRI standards at MOY.
3. Zwink received recognition as a National School of Character through building relationships throughout the campus and community.
4. We reduced our overall school discipline referrals by 10% due to the implementation of PBIS and Restorative Practices as behavior intervention in 19-20.

OPPORTUNITIES FOR GROWTH

1. Grow capacity of all staff through personalized professional learning and feedback aligned to High Quality Teaching.
2. Improve targeted special education support to close performance gaps through specially designed instruction.
3. Streamline intervention processes to personalize RtI in order to improve student achievement.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
3. Gallup Poll (5th grade only)
4. Language Development (TELPAS)
5. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2, TX-KEA)
6. Stakeholder feedback (campus surveys)