HEB Independent School District

Arbor Creek Elementary

2023-2024 Goals/Performance Objectives/Strategies

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Goals

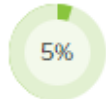**Goal 1:** Goal #1 Student Achievement

Success Measure 1.2B 100% of Kindergarten, First and Second Grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 1: By the end of the 23-24 school year, K - 2 teachers will develop, plan for and implement guided reading groups targeting word work for decoding skills and thinking beyond the text by making connections and inferring.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy

Evaluation Data Sources: BOY, MOY and EOY BAS Data, Progress Monitoring and MAP Data (for 2nd grade only)

Strategy 1 Details	Formative Reviews		
Strategy 1: During the 23 - 24 school year, K - 2 teachers will follow the daily guidelines as provided by the District for the implementation of word work for decoding skills and thinking beyond the text areas as measured by Leadership Team Guided Reading Sweeps.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will use the resources provided (i.e. Literacy Continuum) to address these needs. and protect the time of the instructional block. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, LACs, Administration, Interventionists, ESSER Interventionist. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	5%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in observation/coaching practice during the 23 - 24 school year to ensure that all teachers have the opportunity for in-time coaching based on instructional needs observed in the classroom by the Instructional Leadership Team.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will be able to quickly identify areas of need and implement high-impact strategies for growth. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, LACs, Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 2	20%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers participate in bi-weekly Reading PLCs and Cardinal Collaborations twice a six weeks to have uninterrupted time to dive into the upcoming curriculum, including word work and comprehension best practices during guided reading.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will develop a better understanding of the TEKS and be able to make connection between the TEKS and the curriculum. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, LACs and Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 2	20%		

Strategy 4 Details	Formative Reviews		
Strategy 4: A Family Reading Night will be held on February 29th that is aligned with targeted TEKS based on data will be held to provide families with practical practices to use with their children at home to help their children grow in the area of Reading. This includes strategies for parents on how they can support their children with Word Work and Comprehension.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Families will be able to understand strategies that can be implemented at home to help with their child's reading. **Staff Responsible for Monitoring:** Reading Family Night Team, Instructional Specialists, LACs and Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	N/A		

Strategy 5 Details	Formative Reviews		
Strategy 5: During the 23 - 24 school year, ELAR teachers will participate in Guided Reading Sweeps focused on the Word Work and Comprehension for thinking beyond the text during the Guided Reading time as evidenced through feedback provided to the teacher either individually and/or during PLCs or Cardinal Collaboration, if a trend is identified for the grade level.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will understand how to protect the time in the instructional block for guided reading. Teachers will also understand how to use the resources provided (i.e. Literacy Continuum) to address these needs. **Staff Responsible for Monitoring:** Teachers, IS's, LAC's, Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	5%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Less than 50% of students in each grade (K - 2) were proficient or above on End-of-Year BAS testing.   **Root Cause**: Teachers did not have a depth of understanding of word work and thinking beyond the text strategies to effectively implement strategies to address the student learning gaps.

Goal 2: Goal 1: Student Achievement

Success Measure 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 1: By the end of the 2023-2024 school year, 3-6 grade Math teachers will explicitly teach, model, and provide formative feedback to ensure students utilize correct problem solving strategies, models, and calculations with an emphasis on correct mathematical vocabulary.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 2.1 Continuous Improvement Approach to Performance Excellence

Evaluation Data Sources: STAAR Interim Assessment, STAAR, Exit tickets, PLC formative feedback and data collection

Strategy 1 Details	Formative Reviews		
Strategy 1: During 23 - 24 school year , teachers will expect students to show and/or verbalize their thinking when completing all guided or independent practice and assessments by explicitly teaching, modeling, and providing formative feedback with an emphasis on mathematical vocabulary.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will monitor and adjust based on student misconceptions as identified when the students show and/or verbalize their thinking. **Staff Responsible for Monitoring:** 3 - 6 Math Teachers, Math IS, LAC, Interventionists, ESSER Interventionist, Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	5%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers participate in bi-weekly Math PLCs and Cardinal Collaborations twice a six weeks to have uninterrupted time to dive into the upcoming curriculum and current data to plan instruction.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will make connections between the TEKS and the curriculum. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, LACs and Administration **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1	20%		

Strategy 3 Details	Formative Reviews

Strategy 3 Details			
Strategy 3: Teachers will participate in observation/coaching practice during the 23 - 24 school year to ensure that all teachers have the opportunity for in-time coaching based on instructional needs observed in the classroom by the Instructional Leadership Team.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will quickly identify areas of need and implement high-impact strategies for growth. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, LACs, Administration **Title I:** 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1	20%		

Strategy 4 Details			
Strategy 4: A Family Math Night that is aligned with targeted TEKS based on data will be held on October 2nd to provide families with practical practices to use with their children at home to help their children grow in the area of Math.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Families will learn strategies that can be implemented at home to help with their child's math skills. **Staff Responsible for Monitoring:** Math Family Night Team, Instructional Specialists, LACs and Administration **Title I:** 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** Student Learning 1	100%	100%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Less than 50% of students in each grade (3rd - 6th) achieved Meets on the 2023 STAAR Math assessment.   **Root Cause**: Students are unable to identify the correct problem solving strategies and mathematical vocabulary to best identify how to solve a problem.

Goal 2: Goal 1: Student Achievement

Success Measure 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 2: By the end of the 2023 - 2024 school year, science teachers will use high leverage strategies focusing on vocabulary (i.e. Frayer model, interactive word walls, sentence stems, etc.) to help the students make stronger connections between hands-on labs and real-world, abstract situations using science knowledge.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: STAAR Interim Assessment, STAAR, Exit tickets, PLC formative feedback and data collection

Strategy 1 Details	Formative Reviews		
Strategy 1: A Family Science Night will be held on April 19th that is aligned with targeted TEKS based on data will be held to provide families with practical practices to use with their children at home to help their children grow in the area of Science.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Families will learn strategies that can be implemented at home to help with their child's reading. **Staff Responsible for Monitoring:** Science Family Night Team, Instructional Specialists, LACs and Administration **Problem Statements:** Student Learning 3	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher will implement warm-ups and exit tickets that address the abstract concepts, as identified in bi-weekly PLCs and Cardinal Collaboration meetings, with which students struggle to understand.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will ensure alignment between warm-ups and exit tickets to assess understanding of abstract concepts. **Staff Responsible for Monitoring:** Science Teachers, Inst. Specialists, Administration **Problem Statements:** Student Learning 3	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: During the 23 - 24 school year, teachers will participate in observation/coaching practice to ensure that all teachers have the opportunity for in-time coaching based on instructional needs observed in the classroom by the Instructional Leadership Team.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will quickly identify areas of need and implement high-impact strategies for growth. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, LACs, Administration **Problem Statements:** Student Learning 3	N/A		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: 24% of 5th grade students achieved Meets on the 5th Grade Science STAAR test. **Root Cause**: Students are unable to apply science knowledge to real-world situations.

Goal 3: Goal 5: Enduring Relationships

Success Measure 5.1B: 90% or more of survey respondents will assign the district a positive rating on the annual district staff survey.

Performance Objective 1: By the end of the 2023 - 2024 school year, Administration, Social Committee and all of the Arbor Creek Staff will implement staff bonding activities to strengthen the campus culture among the faculty and staff on campus.

    Quality Indicators:
    3.2 Increased Employee Retention, 5.1 Stakeholder Satisfaction, 5.2 Stakeholder Engagement

    Evaluation Data Sources: EOY Staff Survey, Parking Lot and Feedback forms, Staff attendance at campus bonding events

Strategy 1 Details	Formative Reviews		
Strategy 1: At BOY training, presenters will introduce the "Left Hand/Right Hand" partners to help staff members connect with one another across the campus. Monthly reminders will be given to check on their "left" or their "right".	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: ACE Staff will connect with others all across campus rather than just their team.
     Staff Responsible for Monitoring: All ACE Staff
 	
     Title I:
     2.5
     - **TEA Priorities:**
     Recruit, support, retain teachers and principals
     Problem Statements: Perceptions 1
	20%		

Strategy 2 Details	Formative Reviews		
Strategy 2: During the 23 - 24 school year, the Social Committee will arrange staff gathering opportunities at least once a month.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Teachers will be able to get to know each other more personally and understand how to best support each other.
     Staff Responsible for Monitoring: Social Committee, Administration, All ACE Staff
 	
     Title I:
     2.5
     - **TEA Priorities:**
     Recruit, support, retain teachers and principals
     Problem Statements: Perceptions 1
	20%		

Strategy 3 Details	Formative Reviews		
Strategy 3: During the 23 - 24 school year, Administration will implement the Cardinal College, a mentor/mentee program, to support all staff either new to ACE or new to teaching.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: New staff members will feel supported and know of multiple people to which they can turn to when questions arise.
    Staff Responsible for Monitoring: Administration, Designated Mentors, Mentees
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Problem Statements: Perceptions 1
	20%		

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 78% of staff reported that they felt that they worked in a positive caring environment.   **Root Cause**: The opening of the campus during the pandemic made it very hard to get to know one another and bond as a staff. During the 2022 - 2023 school year, there were not enough opportunities to bond and connect with one another. This caused a breakdown in communication with one another. There is a significant need to get to know one another across the campus in order to strengthen the campus culture.

HEB Independent School District

Bedford Heights Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

DISTRICT MISSION STATEMENT

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

CAMPUS MISSION STATEMENT

Our Bedford Heights family builds a legacy of accountability, kindness, and perseverance by creating confident and responsible bulldogs.

Vision

VISION STATEMENT

At Bedford Heights we.... Create Confident and Responsible Bulldogs!

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Success Measure 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 1: By the end of the 2023-2024 school year, 3-6 grade ELAR teachers will address deficits in figurative language by increasing opportunities for students to incorporate figurative language into their writing and speaking.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: STAAR Interim Assessment, STAAR, Exit tickets, writing samples, PLC formative feedback and data collection

Strategy 1 Details	Formative Reviews		
Strategy 1: Introduce figurative language of the week in the library and on announcements beginning October 2023.	**Formative**		
Strategy's Expected Result/Impact: Students will increase in basic understanding of figurative language starting in primary grades	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: ELAR teachers, principal, librarian, principal, assistant principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers in grades 3-6 will incorporate music with figurative language into ELAR classroom instruction during warm-ups and workshop stations from January-March 2024.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students in grades 3-6 will have real-world connection to figurative language and its application. **Staff Responsible for Monitoring:** 3-6 Grade ELAR Teachers, Teacher Instructional Coach, principal, assistant principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	60%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Language arts teachers in grades 2-6 will design bi-weekly opportunities for explicit figurative language identification and analysis within writing and speaking lessons from November 2023 to April 2024.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will be able to analyze figurative language in text for its impact on meaning and author's purpose. **Staff Responsible for Monitoring:** 3-6 Grade ELAR teachers, Teacher Instructional Coach, principal, assistant principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	N/A		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in grades 4-6 scored below 70% or below on figurative language TEKS on Reading STAAR.   **Root Cause**: Teachers have been focusing on genres that do not readily include figurative language.

Goal 1: Success Measure 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 2: By the end of the 2023-2024 school year, 3-6 grade Math teachers will explicitly teach, model, and provide formative feedback to ensure students utilize correct problem solving strategies, models, and calculations.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: STAAR Interim, STAAR, Exit tickets, PLC products, formative feedback data collection

Strategy 1 Details	Formative Reviews		
Strategy 1: During warm-up activities, teacher will expect students to explain why wrong answer choices are incorrect verbally/in writing 3 to 5 times per week from September 2023 to May 2024.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will be able to understand student misconceptions and provide corrective feedback. **Staff Responsible for Monitoring:** 3-6 Math Teachers, principal, assistant principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will expect students to show their thinking on exit tickets and CFAs through labels, bullets, strip diagrams, and/or pictures as they relate to the problem by modeling, inspecting during work sweeps, and providing formative feedback.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students' numeracy will develop and enable them to identify appropriate mathematical operations. **Staff Responsible for Monitoring:** 3-6 grade math teachers, Teacher Instructional Coach, principal, assistant principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use the "show" portion of the Know/Show charts created in PLCs in order to plan lessons and assessments that are aligned to the appropriate level of rigor.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Lesson cycles will be aligned to rigor of the TEKS and STAAR 2.0 expectations. **Staff Responsible for Monitoring:** 3-6 Math Teacher, Teacher Instructional Coach, principal, assistant principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	90%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: In grades 3-6, less than 66% of students mastered multi-step problems on Math STAAR   **Root Cause**: Teachers do not include adequate word problem practice during spiral review and workshop at the level of rigor of STAAR 2.0.

Goal 1: Success Measure 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 3: By the end of the 2023-2024 school year, 3-6 Science teachers will plan lessons and investigations, including scaffolded supports, that align to the rigor of formative and summative assessments.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: CBAs, DBAs, STAAR, lab sheets, science notebooks, warm ups, G5 PLC formative feedback and exit tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: 5th Grade Science Teachers will create and teach an investigation that explores the different types of soil (grade 4 TEKS) during the 5.9D lesson.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Review TEKS from grade 4 to ensure spiral review and background knowledge **Staff Responsible for Monitoring:** 5th Grade Science Teachers, Teacher Instructional Coach, principal, assistant principal **Problem Statements:** Student Learning 3	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use anchor charts, word walls, graphic organizers, and science journals to help students develop a deep understanding of science vocabulary.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will have increased retention of vocabulary and be able to apply it on assessments. **Staff Responsible for Monitoring:** 3-6 Grade Science Teachers, Teacher Instructional Coach, principal, assistant principal **Problem Statements:** Student Learning 3	75%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Within bi-weekly science PLCs, teachers will use know/show charts and released STAAR questions in order to plan 5E lessons aligned to the rigor of summative assessments.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Rigor of 5E lessons will align to know/show chart and deepen student understanding **Staff Responsible for Monitoring:** 5th Grade Science Teachers, Principal, Assistant Principal, Teacher Instructional Coach **Problem Statements:** Student Learning 3	100%	100%	100%

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

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: Students scored at 29% on Science STAAR for 4.7A, properties of soil.   **Root Cause**: The fifth grade curriculum does not adequately review this 4th grade standard, instead focusing on fossils.

Goal 2: Success Measure 1.2B: 100% of Kindergarten, First, and Second Grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.
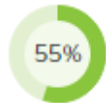
Performance Objective 1: By the end of the 2023-2024 school year, K-2 teachers will implement frequent opportunities for students to practice decoding skills in order to improve automaticity and fluency when reading.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy

Evaluation Data Sources: DIBELS, progress monitoring, anecdotal notes from small group guided reading, station activities, lesson plans noting decoding practice

Strategy 1 Details	Formative Reviews		
Strategy 1: During daily guided reading groups, teachers will explicitly teach strategies for students to sweep through words rather than break apart sounds.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students' fluency will improve in speed and automaticity. **Staff Responsible for Monitoring:** K-2 teachers, Teacher Instructional Coach, Interventionists, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4	75%		

Strategy 2 Details	Formative Reviews		
Strategy 2: K-2 teachers will reinforce decoding strategies daily using Heggerty and word study lessons from the HEB ISD RLA Curriculum.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will improve in phonological awareness and phonics skills. **Staff Responsible for Monitoring:** K-2 teachers, Teacher Instructional Coach, Interventionists, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4	55%		

Strategy 3 Details	Formative Reviews

Strategy 3 Details		Formative Reviews		
Strategy 3: During daily whole group and small group instruction, the 1st and 2nd grade teachers will model and explicitly teach decoding strategies for multisyllabic words to increase fluency and comprehension.		**Formative**		
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will improve in their skills that are measured on MAZE and decoding on DIBELS as well as BAS comprehension because they can blend the sounds. **Staff Responsible for Monitoring:** K-2 teachers, Teacher Instructional Coach, Interventionists, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4		55%		

Strategy 4 Details		Formative Reviews		
Strategy 4: After winter break, one station during K-2 reading workshop will specifically address decoding, with a focus on reading through words rather than individual sounds.		**Formative**		
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students' decoding abilities will improve, thereby improving fluency and comprehension. **Staff Responsible for Monitoring:** K-2 teachers, Teacher Instructional Coach, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4		N/A		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Students are not decoding fluently in grades K-2 on DIBELS.   **Root Cause**: Students are not practicing fluent decoding within stations and during intervention with fidelity.

HEB Independent School District

Bell Manor Elementary School

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

HEB ISD will maintain the quality of personnel and rigorous curriculum and instructional design necessary to meet the challenge of successfully educating our increasingly diverse population in an atmosphere that fosters strong character, encourages academic, physical, and creative achievement, and ensures student safety.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Student Achievement: 1.2 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 1: Throughout the 2023-2024 school year, 2nd grade students will receive explicit instruction and practice in listening and speaking skills to demonstrate comprehension of a text by all students showing growth from BOY to EOY Reading BAS.

    Evaluation Data Sources: Intervention Schedules, Progress Monitoring Data, BAS Data.

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of K-2 teachers will participate in professional development during PLCs and vertical teaming with the K-2 ELAR Instructional Specialsist to review oral response prompts by October 13, 2023.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will have the strategies to implement oral response prompts in intervention groups. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of teacher and intervention lesson plans will include oral response prompts for large group and small group settings as monitored at the end of the 1st Six Weeks, 3rd Six Weeks and 5th Six Weeks.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student oral responses from BOY to EOY will increase as measured by BAS. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, Interventionists, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	15%		

Strategy 3 Details	Formative Reviews

| Strategy 3 Details			Formative Reviews		
Strategy 3: 100% K-2 ELAR Teachers will implement SeeSaw, FlipGrid, and/or the Bobcat Voice to provide opportunities for students to orate their authentic writing a minimum of three times per six weeks from the 1st-5th Six Weeks.			Formative		
Strategy's Expected Result/Impact: Students will be able to better orate their responses to prompts. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1			Nov	Feb	June
			N/A		

Strategy 4 Details			Formative Reviews		
Strategy 4: By the end of March 2024, Bell Manor Elementary will host a reading family engagement event for parents/families.			Formative		
Strategy's Expected Result/Impact: Parents/families will leave the family engagement event with early literacy strategies to support their child(ren) at home. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialists, Administrators, Parents/Families **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1			Nov	Feb	June
			10%		

Strategy 5 Details			Formative Reviews		
Strategy 5: By the end of May 2024, Bell Manor Elementary will host a PreK Celebration of Learning to provide parents/families support in early literacy readiness with instructional supports.			Formative		
Strategy's Expected Result/Impact: Parents/families will leave the family engagement event with early literacy strategies to support their child(ren) at home. **Staff Responsible for Monitoring:** PreK Teacher, Instructional Specialist, Parents/Families **Problem Statements:** Student Learning 1			Nov	Feb	June
			10%		

Strategy 6 Details			Formative Reviews		
Strategy 6: In January 2024, all PreK-2 teachers will participate in professional development centered on student engagement strategies, progress monitoring strategies, and staff well-being.			Formative		
Strategy's Expected Result/Impact: Staff will leave the professional development with new stratgeis to implement for student engagement and progress monitoring, as well as staff well-being supports. **Staff Responsible for Monitoring:** PreK-2 Teachers, Instructional Specialists, Administrators **Problem Statements:** Student Learning 1			Nov	Feb	June
			N/A		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In 22-23, the 2nd Grade EOY data showed only a 66% growth from BOY to EOY in BAS.   **Root Cause**: Students are lacking oral communication skills to respond to comprehension prompts.

Goal 2: Student Achievement: 1.1 100% of all students will Meet or Exceed expected progress in Reading and Math as reported on the Texas Academic Performance Report.

Performance Objective 1: Throughout the 23-24 school year, 4th and 5th grade students and staff will follow the district ELAR curriculum that is structured by genre so that 50% of the students demonstrate growth based on their individual growth projections as measured by the MAP EOY assessment.

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of Reading teachers will participate in Planning PCs, Writing Data Meetings, Observation/Feedback, and Student Sweeps with the ELAR Instructional Specialist and Admin Team throughout the 23-24 school year.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will receive support on the instructional practices to monitor students' understanding of genre. **Staff Responsible for Monitoring:** Classroom teachers, ELAR Instructional Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	55%		

Strategy 2 Details	Formative Reviews		
Strategy 2: During August BOY Profressional Development, provide professional development on classroom libraries so that teachers can utilize classroom libraries with high interest texts of multiple genres.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will organize their classroom libraries to be utilized in the classroom. **Staff Responsible for Monitoring:** Classroom teachers, ELAR Instructional Specialist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	100%	100%	100%

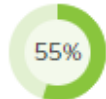| Strategy 3 Details	Formative Reviews		
Strategy 3: By the end of March 2024, Bell Manor Elementary will host a reading family engagement event for parents/families.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Parents/families will leave the family engagement event with strategies for interacting with a variety of texts to support their child(ren) at home. **Staff Responsible for Monitoring:** Classroom teachers, ELAR Instructional Specialist, Administrators, Parents/Families **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	10%		

Strategy 4 Details	Formative Reviews		
Strategy 4: In the 1st, 3rd, and 5th Six Weeks, the district ELAR K-5 Curriculum Coordinator will attend BME PLCs and Writing Celebrations.	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Student gorwth will demonstrate the campus' alignment to the curriculum and instructional strategies.
    Staff Responsible for Monitoring: ELAR K-5 Curriculum Coordinator, ELAR Teachers, Instructional Specialist, Administrators
 	
    Problem Statements: Student Learning 2
	30%		

Strategy 5 Details	Formative Reviews		
Strategy 5: In January 2024, all G3-6 ELAR teachers will participate in professional development centered on student engagement strategies, data tracking strategies, and staff well-being.	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Staff will leave the professional development with new stratgeis to implement for student engagement and progress monitoring, as well as staff well-being supports.
    Staff Responsible for Monitoring: G3-6 ELAR Teachers, Instructional Specialists, Administrators
 	
    Problem Statements: Student Learning 2
	N/A		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: In 22-23, 4th Grade MOY to EOY Reading MAP growth was 48%. (52% of the 4th grade students showed low to low average growth.) **Root Cause**: Low achievement in multiple genres due to curriculum structure for genres.

Goal 2: Student Achievement: 1.1 100% of all students will Meet or Exceed expected progress in Reading and Math as reported on the Texas Academic Performance Report.

Performance Objective 2: Throughout the 2023-2024 school year, 4th grade teachers will explicitly teach the UPS-Check problem-solving strategy so that students are able to comprehend the word problems so that 50% of the students demonstrate growth based on their individual growth projections as measured by the MAP EOY assessment.

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of Math teachers will participate in Planning PLCs, Observation/Feedback, and Student Sweeps with the Math Instructional Specialist and Admin Team throughout the 23-24 school year.	**Formative**		
Strategy's Expected Result/Impact: Teachers will receive support on the instructional practices to monitor students' understanding of word problems using the campus problem-solving strategy. **Staff Responsible for Monitoring:** Classroom teachers, Math Instructional Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	Nov	Feb	June
	55%		

Strategy 2 Details	Formative Reviews		
Strategy 2: During the August BOY professional development, 100% of Math teachers and Interventionists will participate in campus and district professional development on the problem-solving strategy, UPS-Check.	**Formative**		
Strategy's Expected Result/Impact: Teachers will have the knowledge and skills to implement the UPS-Check problem solving strategy. **Staff Responsible for Monitoring:** Classroom teachers, Interventionists, Math Instructional Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	Nov	Feb	June
	100%	100%	100%

Strategy 3 Details	Formative Reviews

Strategy 3 Details			
Strategy 3: 100% of 4th-5th grade teachers will participate in Student Sweeps with campus administration, district administration, and instructional specialists at least 1 time per six weeks in the 1st-5th Six Weeks.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students demonstrating growth with using the campus problem-solving strategy to impact student growth. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Administrators, District Administrators (i.e. Math Curriculum Coordinators, Elementary Assistant Superintendent) **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	40%		

Strategy 4 Details			
Strategy 4: By the end of October 2023, Bell Manor Elementary will host a math family engagement event for parents/families.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Parents/families will leave the family engagement event with activities to practice the UPS-Check strategy at home. **Staff Responsible for Monitoring:** Classroom teachers, Math Instructional Specialist, Administrators, Parents **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	100%	100%	100%

Strategy 5 Details			
Strategy 5: In January 2024, all G3-6 Math teachers will participate in professional development centered on student engagement strategies, data tracking strategies, and staff well-being.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Staff will leave the professional development with new stratgeis to implement for student engagement and progress monitoring, as well as staff well-being supports. **Staff Responsible for Monitoring:** G3-6 Math Teachers, Instructional Specialists, Administrators **Problem Statements:** Student Learning 3	N/A		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: In 22-23, 4th Grade MOY to EOY Math MAP growth was 37%. (53% of the 4th grade students showed low to low average growth.) **Root Cause**: Students are lacking a model for comprehending and analyzing word problems.

HEB Independent School District

Bellaire Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

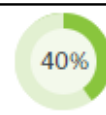# Table of Contents

Goals

Goal 1: Student Achievement: 1.2B

100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish

Performance Objective 1: During the 2023-2024 school year, Kindergarten and 2nd grade teachers will implement early reading strategies provided in the ELAR curriculum to provide effective comprehension strategy instruction. This will measured by increase of BAS scores from BOY to EOY.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy, 1.4 Meet Federal Accountability

Evaluation Data Sources: Bas/Lectura

Strategy 1 Details	Formative Reviews		
Strategy 1: Kindergarten and 2nd grade teachers will participate in LTEP, Vertical Planning Days, and Observation/Feedback with the ELAR Instructional Specialist and Administration Team throughout the 23-24 school year.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Build strong first teach **Staff Responsible for Monitoring:** Teachers, Reading Instructional Specialist, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Ft Interventionist - 282 - ARP ESSER III - $38,613, PT Interventionist - 282 - ARP ESSER III - $12,632, PT Interventionist - 211 - Title I, Part A - $42,053, Speech Pathologist - 282 - ARP ESSER III - $58,379	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: During ELA workshop, teachers will implement Heggerty daily to spiral review for phonics.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improvement of student phonological awareness **Staff Responsible for Monitoring:** Teachers, Reading Instructional Specialist, Administration, Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Instructional Specialist - 211 - Title I, Part A - $17,614	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: During guided reading block, teachers will implement a shared reading station daily to encourage fluency in reading.	**Formative**		
Strategy's Expected Result/Impact: Increase in reading fluency	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Reading Instructional Specialist, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Instructional Specialist - 211 - Title I, Part A - $17,614, PD TK Education - 282 - ARP ESSER III - $2,419	40%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Bellaire Elementary Literacy Committee will host a family Reading Night in February 2024 to provide parents/families with strategies and activities with a variety of texts.	**Formative**		
Strategy's Expected Result/Impact: Provide parents with tools to support literacy at home	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Reading Instructional Specialist, Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2, 4 - Student Learning 1, 2, 3, 5, 7 **Funding Sources:** FE Materials - 211 - Title I, Part A - $562	45%		

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 18% of African American obtained Meets on the 4th Reading STAAR **Root Cause**: Minimum opportunities for students to respond to text in writing.
Problem Statement 4: 50% of Hispanic obtained Meets on the 6th Reading STAAR **Root Cause**: Low proficiency in differentiating instruction that maintains the level of rigor required to master sixth grade reading standards.

Student Learning
Problem Statement 1: 41% of Kindergarten monolingual students met BAS reading level goal. **Root Cause**: Monolingual/Bilingual kindergarten performed below or well below grade level on BAS reading goals because students lacked basic comprehension skills.
Problem Statement 2: 48% of kindergarten bilingual students met BAS reading level goal. **Root Cause**: Kindergarten Bilingual students performed below or well below grade level on BAS reading goals because students lacked basic comprehension skills.
Problem Statement 3: 37% of Grade 2 monolingual students met BAS reading level goal **Root Cause**: Grade 2 monolingual students performed below or well below grade level on BAS reading goals because students lacked basic comprehension skills.
Problem Statement 5: 40% of 4th grade students performed at Meets on STAAR Reading **Root Cause**: Minimum opportunities for students to respond to text in writing

Student Learning

Problem Statement 7: 54% of 6th grade students performed at Meets on STAAR Reading   **Root Cause**: Low proficiency in differentiating instruction that maintains the level of rigor required to master sixth grade reading standards.

Goal 2: Student Achievement: 1.1. A

100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 1: By May 2024, 70% the third grade students will score 60% or more on multiplication and division one and two-step STAAR problems by applying problem solving and number fluency strategies as measured by the STAAR assessment.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 2.1 Continuous Improvement Approach to Performance Excellence

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: Third grade math teachers will implement the problem-solving plan sheets during the Problem of the Day three times a week.	**Formative**		
Strategy's Expected Result/Impact: Increase from Interim DBA 1 to DBA2	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Third grade math teachers, Math Instructional Specialist, Interventionists, Administrators **Problem Statements:** Demographics 1 - Student Learning 4	60%		

Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will provide spiral reviews of multiplication and division facts each week. Teachers will have a hallway dedicated to the Fluency Multiplication STAARs after the second six weeks.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase from Interim DBA 1 to DBA2 **Staff Responsible for Monitoring:** Third grade math teachers, Math Instructional Specialist, Interventionists, Administrators **Problem Statements:** Demographics 1 - Student Learning 4	60%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Third grade teachers will provide spiral review practice of writing the matching equations to the story problems multiple ways during Math Workshop time each week and provide short-cycle biweekly assessments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase from Interim DBA 1 to DBA2 **Staff Responsible for Monitoring:** Third grade math teachers, Math Instructional Specialist, Interventionists, Administrators **Problem Statements:** Demographics 1 - Student Learning 4	60%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Bellaire Elementary Math Committee will host a Math Night in October 2023 to provide parents/families with strategies and activities to support number fluency.	**Formative**		
Strategy's Expected Result/Impact: Provide parents with tools to support math at home **Staff Responsible for Monitoring:** Math teachers, Math Instructional Specialist, Administrators **Problem Statements:** Demographics 1 - Student Learning 4	**Nov**	**Feb**	**June**
	100%	100%	100%

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 11% of African American and 26% Hispanic obtained Meets on the 3rd Math STAAR   **Root Cause**: Students are not successful on multiplication and division two step problems because they stop after the first step.

Student Learning
Problem Statement 4: 30% of 3rd grade students performed at Meets on STAAR Math   **Root Cause**: Third grade students are not successful on multiplication and division two-step problems because they stop after the first step.

Goal 2: Student Achievement: 1.1. A
100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 2: During the 2023-2024 school year, 100% of fourth grade teachers will utilize weekly reading response records.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.4 Meet Federal Accountability

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will work on one writing piece a week. This will give students opportunities to revise and edit their own pieces using punctuation and pronouns appropriately.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in 4th Reading Interim from DBA 1 to DBA 2 **Staff Responsible for Monitoring:** Fourth grade reading teachers, Interventionists, Reading Instructional Specialist, Administrators **Problem Statements:** Demographics 2 - Student Learning 5	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will attend three out of the four ELA district provided instructional planning sessions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Strengthen the first teach **Staff Responsible for Monitoring:** Reading teachers, District Facilitators, Reading Instructional Specialist, Administrators **Problem Statements:** Demographics 2 - Student Learning 5	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Bellaire Elementary Literacy Committee will host a family Reading Night in February 2024 to provide parents/families with strategies and activities with a variety of texts.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Provide parents with tools to support literacy at home **Staff Responsible for Monitoring:** Reading teachers, Reading Instructional Specialist, Administrators **Problem Statements:** Demographics 2 - Student Learning 5	40%		

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 18% of African American obtained Meets on the 4th Reading STAAR **Root Cause**: Minimum opportunities for students to respond to text in writing.

Student Learning

Problem Statement 5: 40% of 4th grade students performed at Meets on STAAR Reading   **Root Cause**: Minimum opportunities for students to respond to text in writing

Goal 2: Student Achievement: 1.1. A
100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 3: During the 2023-2024 school year, 6th grade reading teacher will closely follow the district's ELAR curriculum that provides appropriate intervention and extension activities to support rigorous differentiation of grade-level standards. Student growth will be determined by student performance on Interim 2.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 2.1 Continuous Improvement Approach to Performance Excellence

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Formative Reviews		
Strategy 1: 6th Grade Reading teacher will participate in LTEP, Data Meetings, Vertical Planning Days, Observation/Feedback, and Students Sweeps with the ELAR Instructional Specialist and Administration Team throughout the 23-24 school year.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Build strong first teach **Staff Responsible for Monitoring:** Sixth grade reading teacher, Reading Instructional Specialist, Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 7 **Funding Sources:** FT Interventionist - 282 - ARP ESSER III - $38,613, PT Interventionist - 282 - ARP ESSER III - $12,632, Supplemental Duty Pay - 282 - ARP ESSER III - $2,644, PT Interventionist - 211 - Title I, Part A - $42,053	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Reading teacher will use ELA Fundamentals and Progress Learning weekly to differentiate instruction during intervention	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Growth from BOY Reading MAP to EOY Reading MAP **Staff Responsible for Monitoring:** Sixth grade reading teacher, Reading Instructional Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 7 **Funding Sources:** FE Materials - 211 - Title I, Part A - $562	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Reading teacher will consult with Language Acquisition Coach (LAC) bi-weekly to discuss appropriate strategies that support comprehensible input for EB students including the implementation of Flip.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS scores **Staff Responsible for Monitoring:** Sixth grade reading teacher, Reading Instructional Specialist, Administrators, LAC **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 7 **Funding Sources:** Instructional Specialist - 211 - Title I, Part A - $17,614, PD TK Education - 282 - ARP ESSER III - $2,419	40%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Bellaire Elementary Literacy Committee will host a family Reading Night in February 2024 to provide parents/families with strategies and activities with a variety of texts.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Provide parents with tools to support literacy at home **Staff Responsible for Monitoring:** Reading teachers, Reading Instructional Specialist, Administrators **Problem Statements:** Student Learning 7 **Funding Sources:** Classroom Instructional Materials - 282 - ARP ESSER III - $7,098			

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

Performance Objective 3 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 7**: 54% of 6th grade students performed at Meets on STAAR Reading   **Root Cause**: Low proficiency in differentiating instruction that maintains the level of rigor required to master sixth grade reading standards. |

Goal 2: Student Achievement: 1.1. A
100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 4: 100% of 3rd, 4th, 5th, and 6th grade science teachers will share the campus graphic organizer and how it is applied on STAAR questions through vertical alignment meetings once per each semester.

> **Quality Indicators:**
> 1.1 Achieve Highest Academic Rating for District, 1.4 Meet Federal Accountability, 2.1 Continuous Improvement Approach to Performance Excellence

Strategy 1 Details	Formative Reviews		
Strategy 1: Once a semester, we will use PLC planning time to create the 5th grade PQWE models of mastery to teach third through sixth science teachers during the vertical alignment meetings which are held after school. (P = Preview/Picture; Q = Questions; W = What do you know? E = Evidence/Explain)	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Vertical alignment in science **Staff Responsible for Monitoring:** Third through sixth science teachers, Interventionists, Math Instructional Specialist, Administrators **Problem Statements:** Student Learning 6	70%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Third through sixth grade teachers will implement reviews for three TEKS below 70% each semester, which will be reviewed during the after school vertical alignment meetings.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase in 5th Science Interim (DBA 1) **Staff Responsible for Monitoring:** Third through sixth science teachers, Interventionists, Math Instructional Specialist, Administrators **Problem Statements:** Student Learning 6	10%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Bellaire Elementary Science Committee will host a Family STEAM Festival in November 2024 to provide parents/families with strategies and activities to support science development.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Provide parents with tools to support science at home **Staff Responsible for Monitoring:** Science teachers, Math Instructional Specialist, Administrators **Problem Statements:** Demographics 3 - Student Learning 6	100%	100%	100%

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: 8.33% of African American students obtained Meets on the 5th Science STAAR **Root Cause**: There are not enough STAAR-like questions available in the curriculum and the strategies used to solve the questions are not aligned with other grade level teachers.

Student Learning
Problem Statement 6: 28% of 5th grade students performed Meets on 5th Grade STAAR Science Test. **Root Cause**: There are not enough STAAR-like questions available in the curriculum and the strategies used to solve the questions are not aligned with other grade level teachers.

HEB Independent School District

Donna Park Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The Mission of the HEB ISD is to continue its proud tradition of excellence as a diverse, high performing organization commited to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow.

Core Beliefs

1. Students are responsible for their own learning.

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3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

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District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Strategic Goal 1: Student Achievement

Quality Indicator 1.1: Achieve Highest Academic Rating for the District

Success Measure 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Donna Park Elementary Priority: 100% of 4th grade students will achieve Meets Grade Level on STAAR ELAR.

Performance Objective 1: By May 2024, students in the current 4th grade cohort will be able to effectively address the ELAR prompt with a central idea and connect the passage to the written response as evidenced by an overall average of a 3 or more on the ECR.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: ECR scoring
Interim Assessments
STAAR reading scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Throughout the 2023-2024 school year, 100% of the 3rd-5th grade ELA teachers will participate in four or more of the ECR PLC meetings at DPE.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will understand how an ECR prompt needs to be addressed in writing **Staff Responsible for Monitoring:** ELA Instructional specialist, Administration **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 2 - School Processes & Programs 4 **Funding Sources:** Title 1 staff - 211 - Title I, Part A	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: By March of 2024, ELAR teachers will participate in and encourage families to attend a family ELAR night which includes at home strategies to improve writing content.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student writing will specifically address prompt **Staff Responsible for Monitoring:** ELAR teachers, ELAR Instructional Specialist **Title I:** 4.2 **Problem Statements:** Student Learning 2 - School Processes & Programs 4 **Funding Sources:** FE materials and supplies - 211 - Title I, Part A	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: By the end of 2024, 3rd-5th grade teachers will have implemented the 3-5 curriculum rewrite with fidelity.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student writing will specifically address prompt and score a 3 or higher on the STAAR ECR. **Staff Responsible for Monitoring:** Classroom teachers, ELAR Instructional Specialist **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 4, 5 **Funding Sources:** Title 1 staff - 211 - Title I, Part A	35%		

Strategy 4 Details	Formative Reviews		
Strategy 4: By the end of 2024, 3rd-5th grade students will have completed practice ECRs per the curriculum. Teachers will use the rubric to score the ECRs and meet with the ELAR Instructional Specialist to monitor progress of students and plan for upcoming individual instructional needs.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student writing will specifically address prompt and students will make progress on ECR practice. **Staff Responsible for Monitoring:** ELAR Instructional Specialist, Classroom teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 4 **Funding Sources:** Title 1 Staff - 211 - Title I, Part A	25%		

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in 5th grade scored an average of 3.02 points out of 10 points on the ELAR ECR.   **Root Cause**: Students were not able to effectively address the prompt with a central idea and connect the passage to the written response.
Problem Statement 2: Students in 3rd grade grade scored an average of 1.78 points out of 10 points on the ELAR ECR.   **Root Cause**: Students were not able to effectively address the prompt with a central idea and connect the passage to the written response.

School Processes & Programs
Problem Statement 4: Students in 3rd grade grade scored an average of 1.78 points out of 10 points on the ELAR ECR.   **Root Cause**: Students were not able to effectively address the prompt with a central idea and connect the passage to the written response.
Problem Statement 5: Students in 5th grade scored an average of 3.02 points out of 10 points on the ELAR ECR.   **Root Cause**: Students were not able to effectively address the prompt with a central idea and connect the passage to the written response.

Goal 2: Strategic Goal 2: Student Achievement

Quality Indicator 1.1: Achieve Highest Academic Rating for the District

Success Measure 1.1A: 100% of students will achieve Meets Grade Level on state of Texas Assessment of Academic Readiness (STAAR).

Donna Park Elementary Priority: 100% of 6th grade students will achieve Meets Grade Level on STAAR ELAR.

Performance Objective 1: By May 2024, students in the current 6th grade cohort will be able to effectively address the ELAR prompt with a central idea and connect the passage to the written response as evidenced by an overall average of a 5 or more on the ECR.

> **Quality Indicators:**
> 1.1 Achieve Highest Academic Rating for District
>
> **Evaluation Data Sources:** ECR scoring
> Interim Assessments
> STAAR ELAR

Strategy 1 Details		Formative Reviews		
Strategy 1: By March of 2024, ELAR teachers will participate in and encourage families to attend a family ELAR night which includes at home strategies to improve writing content.		Formative		
		Nov	Feb	June
Strategy's Expected Result/Impact: ELAR teachers, ELAR Instructional Specialist **Staff Responsible for Monitoring:** ELAR teachers, ELAR Instructional Specialist **Title I:** 4.2 **Problem Statements:** Student Learning 1 - School Processes & Programs 5		N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Throughout the 2023-2024 school year, 100% of the 6th grade ELA teachers will participate in four or more of the ECR PLC meetings at DPE.	**Formative**		
Strategy's Expected Result/Impact: Teachers will understand how an ECR prompt needs to be addressed in writing and be able to address individual student needs to improve individual scores. **Staff Responsible for Monitoring:** ELA Instructional specialist, Administration **Title I:** 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1 - School Processes & Programs 5 **Funding Sources:** Title 1 Staff - 211 - Title I, Part A	**Nov**	**Feb**	**June**
	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: By the end of 2024, 6th grade students will have completed practice ECRs per the curriculum. Teacher will use the rubric to score the ECRs and meet with the ELAR Instructional Specialist to monitor progress of students and plan for upcoming individual instructional needs.	**Formative**		
Strategy's Expected Result/Impact: Student writing will specifically address prompt and students will make progress on ECR practice. **Staff Responsible for Monitoring:** ELAR Instructional Specialist, Classroom teachers **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 5 **Funding Sources:** Title 1 Staff - 211 - Title I, Part A	**Nov**	**Feb**	**June**
	40%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in 5th grade scored an average of 3.02 points out of 10 points on the ELAR ECR. **Root Cause**: Students were not able to effectively address the prompt with a central idea and connect the passage to the written response.

School Processes & Programs
Problem Statement 5: Students in 5th grade scored an average of 3.02 points out of 10 points on the ELAR ECR.   **Root Cause**: Students were not able to effectively address the prompt with a central idea and connect the passage to the written response.

Goal 3: Strategic Goal : Student Achievement

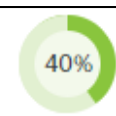**Quality Indicator 1.1:** Achieve Highest Academic Rating for the District

Success measure 1.1A: 100% of students will achievement Meets Grade Level on state of Texas Assessment of Academic Readiness (STAAR).

Donna Park Elementary Priority: 100% of 4th grade students will achieve Meets Grade Level on STAAR Math.

Performance Objective 1: By the end of 2023-2024, students in the current 4th grade math cohort will be able to correctly complete multi-step problems with up to 80% accuracy including problems with pictorial representations as it relates to Category 2 of Computation and Algebraic Relationships.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: CFAs
Classwork
Interim assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Throughout the 2023-2024 school year, 100% of the 3rd-6th grade Math teachers will participate in four or more of the Math PLC meetings at DPE.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will provide students with quality instruction and practice in Category 2, Computation and Algebraic Relationships. **Staff Responsible for Monitoring:** Math Instructional Specialist, Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5	40%		

Strategy 2 Details	Formative Reviews		
Strategy 2: By October 2023, Math teachers will participate in and encourage families to attend a family Math night which includes at home strategies to improve computation.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Parents will have strategies to address student computation. Student computation scores will increase.
    Staff Responsible for Monitoring: Math teachers, Math Instructional Specialist
 	
    Title I:
    4.2
    Problem Statements: Student Learning 5
	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of teachers will include pictorial problems from category 2 in weekly activities--Warm ups, CFA, Exit Tickets, etc.	**Formative**		
Strategy's Expected Result/Impact: Students will score 80% proficiency with pictorial items from category 2.	**Nov**	**Feb**	**June**

Staff Responsible for Monitoring: Math teachers, Math Instructional Specialist.
 	
    Title I:
    2.4
    Problem Statements: Student Learning 1 - School Processes & Programs 5
	30%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in 5th grade scored an average of 3.02 points out of 10 points on the ELAR ECR.   **Root Cause**: Students were not able to effectively address the prompt with a central idea and connect the passage to the written response.
Problem Statement 5: Students in 3rd grade scored the lowest on Category 2-computation and algebraic relationships specifically with pictorial representation on the Math STAAR.   **Root Cause**: Foundational skills are not yet solid with students. Many of the items missed were multi-step with pictorial models and students only completed the first step.

School Processes & Programs
Problem Statement 5: Students in 5th grade scored an average of 3.02 points out of 10 points on the ELAR ECR.   **Root Cause**: Students were not able to effectively address the prompt with a central idea and connect the passage to the written response.

Goal 4: Strategic Goal: Student Achievement

Quality Indicator 1.2: Early Literacy

Success Measure B: 100% of Kindergarten, 1st and 2nd grade students will meet end-of-the-year targets as defined by early reading assessment instruments in English or Spanish.

Donna Park Elementary Priority: 100% of Kindergarten, 1st and 2nd grade students will achieve 75% mastery on EOY Dibels.

Performance Objective 1: By May 2024, students in Kindergarten, 1st and 2nd grade will increase their Dibels scores resulting in and EOY percentage of 75% or higher.

> **Quality Indicators:**
> 1.2 Early Literacy
>
> **Evaluation Data Sources:** Progress monitoring
> BOY
> MOY
> EOY

Strategy 1 Details	Formative Reviews		
Strategy 1: Primary teachers will effectively monitor students during progress monitoring times to create an individual plan for improvement for students when seen in small groups as well as areas to review in small groups.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will become more comfortable with the assessment guidelines. **Staff Responsible for Monitoring:** Primary teachers, ELAR Instructional Specialist **Title I:** 2.4 **Problem Statements:** Student Learning 4 **Funding Sources:** - 211 - Title I, Part A	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Interventionists and teachers will work with students 4 days a week during STRIPE time utilizing Heggarty word work strategies to improve assessment fluency.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student scores for dibels will increase from BOY to MOY and MOY to EOY. **Staff Responsible for Monitoring:** Primary teachers, interventionists, ELAR Instructional Specialist **Title I:** 2.4 **Problem Statements:** Student Learning 4 **Funding Sources:** - 211 - Title I, Part A	30%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Kindergarten, 1st and 2nd grade dibels all scored in the 60% range. This is double digits below the district average for each grade level. **Root Cause**: Students struggle with the time element in completing the assessment components.

HEB Independent School District

Harrison Lane Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: 100% of Kindergarten, 1st and 2nd grade students will meet end of year targets defined by early reading assessment instruments in English.

HEB ISD Strategic Plan Goal 1: Student Achievement

Quality Indicator: 1.2 Early Literacy

Success Measure: 1.2A

Performance Objective 1: 100% of second grade students will receive explicit small group instruction with word families in order to increase fluency and accuracy as measured by 66% or more students scoring proficient on DIBELS.

Quality Indicators:
1.2 Early Literacy

Evaluation Data Sources: Progress monitoring, MOY, and EOY DIBELS

Strategy 1 Details	Formative Reviews		
Strategy 1: Kindergarten through second grade teachers will host a Family Reading Night in January 2024 to share phonetic practice that families can use at home with their students.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Student fluency and accuracy rates will increase by targeting word families in small group instruction for an overall 66% of student achieving proficient as measured by DIBELS. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Principal, Assistant Principal **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of second grade ELA teachers will participate in bi-weekly Planning PLCs to discuss strategies to increase fluency and accuracy.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The teachers will implement the strategies discussed in the Planning PLCs to Increase fluency and accuracy which will lead to an overall goal of 66% meeting the standard or above on DIBELS. **Staff Responsible for Monitoring:** 2nd grade teachers, Instructional Specialist, Language Acquistion Coach, Principal, Assistant Principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of 2nd grade ELAR teachers will conducted daily guided reading groups during the ELAR block at least 4 times per week.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will work with word families in small groups in order to increase fluency and accuracy. **Staff Responsible for Monitoring:** 2nd grade ELAR teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	40%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 63% of 2nd grade students meets grade level or above in DIBELS and the incremental goal is 66%. **Root Cause**: Daily small group instruction was not conducted consistently. Students need explicit instruction with word families in order to increase fluency and accuracy.

Goal 2: 100% of students will achieve Meets Grade Level on the Reading Language Arts State of Texas Assessment of Academic Readiness

HEB ISD Strategic Plan Goal #1: Student Achievement

Quality Indicator: 1.1 Achieve Highest Academic Rating for District

Success Meaasure: 1.1A

Performance Objective 1: 100% of sixth grade students will utilize the rubric from the HEB curriculum to assist in increasing scores in ECR as measured by Interim Assessment 2.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Intermi Assessments

Strategy 1 Details		Formative Reviews		
Strategy 1: 100% of 6th grade ELA teachers will participate in bi-weekly Planning PLCs focusing on reading/writing strategies and analyzing campus and district data to determine strengths/ gaps and differentiate instruction effectively to meet the individual needs of each student.		**Formative**		
		Nov	**Feb**	**June**

Strategy's Expected Result/Impact: The 6th grade teacher will use examples of ECR writings discussed in Planning PLCs to increase student achievement on the ECR which will lead to an incremantal gain of 3% on RLA STAAR.
 Staff Responsible for Monitoring: 6th grade teachers, Instructional Specialist, Assistant Principal, Principal
 	
 Title I:
 2.4
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments
 Problem Statements: Student Learning 4
		40%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Kindergarten through sixth grade teachers will host a Family Reading Night in January 2024 to share reading strategies and activities that families can use at home with their students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 6th grade will show an incremental gain of 3% on RLA STAAR by utilizing the tools families were provided. **Staff Responsible for Monitoring:** 6th grade teachers, Instructional Specialists, Principal, Assistant Principal **Title I:** 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** Student Learning 4	N/A		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 18% of 6th grade students achieved Masters on RLA STAAR and the incremental goal is 21%.   **Root Cause**: Students did not use the ECR rubric consistently in order to write to the prompt, write a central idea and cite evidence from the text.

Goal 3: 100% of students will achieve Meets Grade Level on the Math State of Texas Assessment of Academic Readiness

HEB ISD Strategic Plan Goal #1: Student Achievement

Quality Indicator: 1.1 Achieve Highest Academic Rating for District

Success Measure: 1.1A

Performance Objective 1: 100% of 3rd grade students will be given the opportunity for independent practice and to engage in the productive struggle each day in math by implementing the "student will" portion of the district curriculum.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Interim Assessments and Exit Tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: Kindergarten through sixth grade teachers will host a Family Math Night in October 2023 to share math strategies and activities that families can use at home with their students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will increase their overall Meets level in STAAR Math to 40% by utilizing the materials/ strategies provided to the families. **Staff Responsible for Monitoring:** Math teacher, Instructional Specialist, Principal, Assistant Principal **Title I:** 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 3	100%	100%	100%

Strategy 2 Details	Formative Reviews

Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of third grade Math teachers will analyze campus and district data to determine strengths/ gaps and differentiate instruction effectively to meet the individual needs of each student to include LTEP strategies. **Strategy's Expected Result/Impact:** The teacher will allow students time to productively struggle which will create an increase in third grade STAAR Math scores. **Staff Responsible for Monitoring:** Third grade Math teachers, Math Instructional Specialist, Principal, and Assistant Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Student Learning 3	**Formative**		
	Nov	**Feb**	**June**
	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of third grade Math teachers will implement strategies learned in bi-weekly Planning PLC meetings in order to provide time for students to work independently during independent work time. **Strategy's Expected Result/Impact:** The teacher will be able to provide time for students to have a productive struggle. **Staff Responsible for Monitoring:** Third grade Math teachers, Math Instructionsl Specialist, Principal, Asst. Principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	**Formative**		
	Nov	**Feb**	**June**
	40%		

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 29% of 3rd grade students achieved Meets on Math STAAR and our goal is 40%. **Root Cause**: Students need time to problem solve during independent practice before teacher interventions.

HEB Independent School District

Hurst Hills Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

HEB - Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Student Achievement

Description: The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, instructional best practices, and a district-wide aligned curriculum.

Performance Objective 1: By the end of the 2023-2024 school year, 5th grade students in the special education program (SLD) will demonstrate growth through a modified, on level curriculum that includes a systematic approach to critical reading and thinking skills in order to make meaningful connections to text with emphasis on theme through weekly explicit lessons as measured by monthly short cycle assessments, growth in identifying the theme and through interim assessments.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Interim assessment and monthly progress checks

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will learn through weekly explicit lessons, by way of scaffolding and repetition, targeting academic vocabulary and basic academic conversations that directly connect to theme.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Student growth on monthly assessments **Staff Responsible for Monitoring:** 5th grade RLA Teacher, IR Teacher, and Campus Administrators **Problem Statements:** Demographics 1	35%		
Strategy 2 Details	Formative Reviews		
Strategy 2: The teacher will provide targeted interventions during resource class time and tutorials with repetition using a variety of texts to make connections related to theme weekly.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Interim assessment and monthly progress checks **Staff Responsible for Monitoring:** 5th Grade RLA and IR Teacher **Problem Statements:** Demographics 1	40%		

Strategy 3 Details	Formative Reviews

Strategy 3: Teacher will administer informal assessments bi-monthly through incorparating a variety of texts, including fiction, and poetry to check for the understanding of theme.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Interim assessment and monthly progress checks **Staff Responsible for Monitoring:** 5th Grade RLA and IR Teacher **Problem Statements:** Demographics 1	40%		

Strategy 4 Details	Formative Reviews

Strategy 4: By the end of October we will host a family engagement event for 3rd-6th grade providing families with activities they can use at home to support targeted reading skills.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Families will have the necessary resources to support reading at home. **Staff Responsible for Monitoring:** IS, 3-6 RLA Teachers **Problem Statements:** Demographics 1	100%	100%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 72% of special education students in grades 4-6 demonstrated growth on reading STAAR compared the the campus growth of 86% **Root Cause**: 33% of 4th grade students with at specific learning disability did not demonare growth on reading STAAR due to the struggle to transition from "learning to read" versus "reading to learn" due to a specific learning disability that impacts academic vocabulary, connections, conversations, and higher level thinking connected to theme.

Goal 2: Student Achievement

Description: 100% of Kindergarten, 1st and 2nd grade students will meet EOY targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 1: By the end of the 2023-2024 school year, students will show growth by increasing oral reading fluency through explicit phonics lessons targeting complex patterns and irregular words as measured by the DIBELS ORF subtest.

   Quality Indicators:
   1.2 Early Literacy

   Evaluation Data Sources: Class Tracker and EOY DIBELS Assessment for ORF

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will include word work in centers focusing on targeted phonics skills and high frequency words with complex patterns and irregular words weekly.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will demonstrate growth due to consistent practice in the classroom **Staff Responsible for Monitoring:** IS, Classroom Teachers, Campus Adminstrators **Problem Statements:** Student Learning 2	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Using the district schedule, teachers will use data from bimonthly progress monitoring and district assessments to plan intervention with strategic small groups and track class growth.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Growth in ORF **Staff Responsible for Monitoring:** IS and 2nd grade teachers **Problem Statements:** Student Learning 2	30%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use timers to have students practice their speed with their word study books at least one time per week following BOY assessment.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Growth on ORF **Staff Responsible for Monitoring:** Classroom teacher **Problem Statements:** Student Learning 2	10%		

Strategy 4 Details	Formative Reviews		
Strategy 4: By the end of October we will host a family engagement event for early literacy providing families with activities they can use at home to support targeted reading skills.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Families will have the necessary resources to support reading at home. **Staff Responsible for Monitoring:** IS and 2nd grade teachers **Problem Statements:** Student Learning 2	100%	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: By the end of January, all K-2 teachers will participate in professional development centered on student engagement strategies and data tracking strategies to increase student performance.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Staff will leave with new strategies to implement for student engagement and progress monitoring. **Staff Responsible for Monitoring:** Instructional specialists, K-2 teachers, and Administrators. **Problem Statements:** Student Learning 2	15%		

0%	No Progress	100%	Accomplished	➡	Continue/Modify	✖	Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: In the 22-23 school year, 2nd grade ORF word count decresed from 72% on/above level to 60% from MOY to EOY assessments. **Root Cause**: Students did not receive explicit instruction and intervention targeting complex patterns and irregular words.

Goal 3: Student Achievement

Description: 100% of campuses and the district will achieve incremental gains as designated and reported through Performance Objectives.

Performance Objective 1: Students will demonstrate growth in solving one and two step equations after receiving weekly explicit, targeted instruction, support, and practice on how to approach, sort and organize information in word problems as measured by progress from bimonthly exit tickets and growth in reporting category 2 through interim assessments.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Data Tracking and Interim Assessments

Strategy 1 Details		Formative Reviews		
Strategy 1: Math teacher will actively participate in LTEP bimonthly planning sessions to target specific TEKS, plan lessons, and review data aligned with reporting category 2.		**Formative**		
Strategy's Expected Result/Impact: Growth on Exit Tickets		Nov	Feb	June
Staff Responsible for Monitoring: 3rd Grade Math and ESSER Interentionist		40%		
Problem Statements: Student Learning 1				

Strategy 2 Details		Formative Reviews		
Strategy 2: Math teachers will track student progress and provide small group, targeted instruction a minimum of 3 days per week.		**Formative**		
Strategy's Expected Result/Impact: Growth on reporting category 2 on Interim Assessments		Nov	Feb	June
Staff Responsible for Monitoring: 3rd Grade Math Teacher, ESSER Interventionist, and Campus Administrators		45%		
Problem Statements: Student Learning 1				

Strategy 3 Details		Formative Reviews		
Strategy 3: Math teacher will actively participate in vertical planning sessions monthly with content teachers to collaborate and align strategies that will be utlized in the classsroom.		**Formative**		
Strategy's Expected Result/Impact: Growth in student performance on exit tickets and interim assessments		Nov	Feb	June
Staff Responsible for Monitoring: IS and 3rd Grade Teacher		30%		
Problem Statements: Student Learning 1				

Strategy 4 Details	Formative Reviews		
Strategy 4: By the end of February we will host a family engagement event for math providing families with activities they can use at home to support targeted math skills. **Strategy's Expected Result/Impact:** Getting parents more involved at home with math **Staff Responsible for Monitoring:** IS and math teachers **Problem Statements:** Student Learning 1	**Formative**		
	Nov	Feb	June
	15%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Third grade math students at Hurst Hills Elementary demonstrated a significant decrease in STAAR scores from 2022 school year to 2023 school year in all three categories with Approaches (-5), Meets (-12), and Masters (-17). **Root Cause**: Due to the lack of explicit, targeted instruction on how to approach, sort and organize strategies to solve one and two step equations using addition and subtraction, students scored 54% on reporting category 2 for computations and algebraic expressions.

HEB Independent School District

Lakewood Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

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District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Student Achievement: 1.2- 100% of Prek- Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 1: Throughout the 2023-2024 school year, first grade students will recieve explicit instruction that is aligned to the BOY, MOY and EOY components of the Reading 3D Dibels Test

Quality Indicators:
1.2 Early Literacy

Evaluation Data Sources: Intervention Schedules, Progress Monitoring Data, BAS Data.

Strategy 1 Details	Formative Reviews		
Strategy 1: By November 16, 100% of Lakewood students will be invited to a parent engagement event to provide families with strategies to assist students with their reading work.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: By November 16th, parents will gain more insight into how to help their own students address the DIBELS components that their student will be assessed over. Materials will also be sent home for families unable to attend. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Interventionists, Administrators **Title I:** 2.4, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of K-2 reading teachers will meet with the instructional specialist during 1:1 meetings to plan and align BOY, MOY, and EOY station work to align with DIBELS.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: After BOY and MOY meetings, the teacher will walk away with a clear intervention plan with explicit groups and activities aligning to specific student deficits and needs for extension. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Interventionists, Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	80%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of K-2 teachers will have a plan for intervention groups based on student skill deficits and will meet in biweekly PLC groups to discuss progress.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will have dedicated time each day to explicitly teach for the DIBELS component and will be able to see growth in their progress monitoring. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Interventionists, Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	40%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 70% of first grade students met end-of year targets in DIBELS on the Reading 3D Assessment. (2023- 70%)   **Root Cause**: The different component weights per section on the DIBELS assessment are inconsistent throughout the year because of TEKS and CI alignment meaning teachers need to be aware and plan stations and small groups accordingly during BOY, MOY and EOY based on what is being tested and when.

Goal 1: Student Achievement: 1.2- 100% of Prek- Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 2: Throughout the 2023-2024 school year, second grade students will recieve explicit instruction that is aligned to the BOY, MOY and EOY components of the Reading 3D BAS Test

    Quality Indicators:
1.2 Early Literacy

    Evaluation Data Sources: Intervention Schedules, Progress Monitoring Data, BAS Data.

Strategy 1 Details	Formative Reviews		
Strategy 1: By November 16, 100% of Lakewood students will be invited to a parent engagement event to provide families with strategies to assist students with their reading work.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: By November 16th, parents will gain more insight into how to help their own students address the higher level BAS-style questions that their student will be assessed over with Reading 3D. Materials will also be sent home for families unable to attend.
     Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Interventionists, Administrators
 	
     Title I:
 2.4, 2.6, 4.1, 4.2
     Problem Statements: Student Learning 6
	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of K-2 reading teachers will meet with the instructional specialist to plan and align BOY, MOY, and EOY station work to align with DIBELS.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: After BOY and MOY meetings, the teacher will walk away with a clear intervention plan with explicit groups and activities aligning to specific student deficits and needs for extension.
     Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Interventionists, Administrators
 	
     Problem Statements: Student Learning 6
	45%		

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of K-2 teachers will plan for, and align, their questioning during read- alouds to the higher-order questions on BAS.	**Formative**		
Strategy's Expected Result/Impact: Teachers will have sticky-notes in their read-aloud books for planned, aligned BAS-style questions. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Interventionists, Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 6	**Nov**	**Feb**	**June**
	50%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: 51% of second grade students met end-of year targets in BAS on the Reading 3D Assessment. (2023- 51%)   **Root Cause**: Students were not exposed systematically to higher level thinking questions and activities aligned with the BAS assessment.

Goal 2: Student Achievement: 1.1- 46% or more of students will achieve Masters Grade Level on STAAR for each subject at each grade level.

Performance Objective 1: Throughout the 2023-2024 school year, 5th grade Science students will be exposed to higher-level thinking questions routinely.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Intervention Data, Short-Cycle Assessments, CBAs, DBAs

Strategy 1 Details	Formative Reviews		
Strategy 1: By April 4, 100% of Lakewood students will be invited to a parent engagement event to provide families with strategies to assist students with their science work.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: By April 8th, parents will gain more insight into how to help their own students address the higher level thinking questions that their student will be assessed over. Materials will also be sent home for families unable to attend. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6, 4.1, 4.2 **Problem Statements:** Student Learning 2	20%		

Strategy 2 Details	Formative Reviews		
Strategy 2: By the 2nd 6-weeks, 100% of Science teachers will offer extension activities in the form of choice boards for students for each unit.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will create choice boards that are available to students for each unit. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 2	75%		

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of Science teachers will meet a minimum of six times in goal teams during the 2023-2024 school year to vertically align the expectations testing tiles and high rigor STAAR aligned questions.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: During goal teams, teachers will collaborate on science choice boards and activities to engage students with higher order thinking questions. Choice boards will be available to all students in science by unit. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Problem Statements:** Student Learning 2	50%		

Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of Science teachers will scaffold and use the CER process for writing responses for daily writing.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: As part of our PLC process, the ILT will collaborate with teachers on next steps in PLCS after evaluating writing samples using the CER process. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 2	65%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 19% of 5th grade Science students achieved Masters Grade Level on STAAR by May 2024. (2023- 19%)   **Root Cause**: Students were not exposed to high rigor science questions with graphics throughout the units during lessons.

Goal 2: Student Achievement: 1.1- 46% or more of students will achieve Masters Grade Level on STAAR for each subject at each grade level.
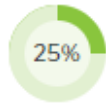
Performance Objective 2: Throughout the 2023-2024 school year, 3rd grade Math students will be exposed to higher-level thinking questions routinely.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Intervention Data, Short-Cycle Assessments, CBAs, DBAs

Strategy 1 Details	Formative Reviews		
Strategy 1: By October 26, 100% of Lakewood students will be invited to a parent engagement event to provide families with strategies to assist students with their math work.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: By October 26, parents will gain more insight into how to help their own students address the higher level thinking questions that their student will be assessed over. Materials will also be sent home for families unable to attend. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6, 4.1, 4.2 **Problem Statements:** Student Learning 1	25%		

Strategy 2 Details	Formative Reviews		
Strategy 2: By November 1, 100% of students who did not meet their growth goal will be in intervention focused on multi-step problem solving.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will receive additional instruction on multi-step problem solving. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.6, 4.2 **Problem Statements:** Student Learning 1	30%		

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: By September, 100% of math teachers will be trained to include rigorous vocabulary in their daily routines to allow students to write effective justification statements.	Nov	Feb	June
Strategy's Expected Result/Impact: During our PLCs, we will be analyzing effective justification statements. We will look at vocabulary through the know/ shows and the Lead4ward vocabulary documents. Effective justification statements will include STAAR vocabulary. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Problem Statements:** Student Learning 1	25%		

Strategy 4 Details	Formative Reviews

	Formative		
Strategy 4: By August, an ongoing series of Think-Talk-Write will train teachers to incorporate more graphics in their instruction with higher level thinking questions.	Nov	Feb	June
Strategy's Expected Result/Impact: During, October, December and February, the staff will engage in a Think-Talk-Write session and will implement the strategy in their classroom. This will build teacher's toolboxes for strategies for writing and higher-order thinking. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1	75%		

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: By September 1, 100% of students will have a growth goal communicated with them so that they are able to asses their own growth.	Nov	Feb	June
Strategy's Expected Result/Impact: Students will be able to evaluate their own work after each summative to understand if they are meeting their own growth goal and make their own next steps. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1	45%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 22% of 3rd grade Math students achieved Masters Grade Level on STAAR by May 2024. (21%-2023)   **Root Cause**: Students were not exposed systematically to higher level thinking questions and activities.

Goal 2: Student Achievement: 1.1- 46% or more of students will achieve Masters Grade Level on STAAR for each subject at each grade level.

Performance Objective 3: Throughout the 2023-2024 school year, 4th grade Reading students will be exposed to higher-level thinking questions routinely.

    Evaluation Data Sources: Intervention Data, Short-Cycle Assessments, CBAs, DBAs

Strategy 1 Details	Formative Reviews		
Strategy 1: By November 16, 100% of Lakewood students will be invited to a parent engagement event to provide families with strategies to assist students with their reading work.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: By November 16th, parents will gain more insight into how to help their own students practice alayzing text to answer higher order thinking questions that their student will be assessed over. Materials will also be sent home for families unable to attend.
    Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Administrators
 	
    Title I:
2.4, 2.6, 4.1, 4.2
    Problem Statements: Student Learning 4
	65%		

Strategy 2 Details	Formative Reviews		
Strategy 2: By November 1, 100% of students who did not meet their growth goal will be in intervention differentiated by genre, TEKS and student goals with a focus on revising and editing/writing higher order thinking questions.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Students will be receive additional support differentiated by genre, and by specific TEK.
    Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Administrators
 	
    Problem Statements: Student Learning 4
	70%		

Strategy 3 Details	Formative Reviews		
Strategy 3: By August, 100% of teachers will be trained on using the Lead4ward field guides, academic vocabulary and other resources in order to build effective know/ show charts in order to raise the level of questioning in their classroom.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Teachers will be able to utilize the Lead4ward field guides, academic vocabulary and other reseources in order to build effective know/ show charts as evidenced in PLC.
    Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Administrators
 	
    Title I:
2.4, 2.6
    Problem Statements: Student Learning 4
	80%		

Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of teachers will meet in goal teams to vertically align the expectations for ECRS and revising and editing instuction. They will meet a minimum of 6 times.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: ECRS will be evaluated in PLCS and should show campus alignment. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 4	25%		

Strategy 5 Details	Formative Reviews		
Strategy 5: 100% of students will engage with No Red Ink as a way to increase the level of rigor of questioning in the grammar revising and editing TEKS.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth on exit tickets and assessments in the areas of revising and editing. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 4	90%		

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: 35% of 4th grade Reading students achieved Masters Grade Level on STAAR by May 2024. **Root Cause**: Only 35% of 4th graders mastered because teachers focused on new item types and testing strategies over higher order questioning and mastery level learning opportunities.

Goal 3: Student Achievement 1.3-100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early math assessment instruments in English or Spanish.
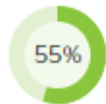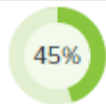
Performance Objective 1: Throughout the 2023-2024 school year, students in first grade will be exposed to aligned materials and intervention strategies to match the M-Class assessment.

>	**Quality Indicators:**
>	1.3 Early Numeracy
>
>	**Evaluation Data Sources:** Progress Monitoring, BOY/MOY/EOY MClass

Strategy 1 Details	Formative Reviews		
Strategy 1: By October 26, 100% of Lakewood students will be invited to a parent engagement event to provide families with strategies to assist students with their math work.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: By October 26, parents will gain more insight into how to help their own students address specific components of MCLASS that their student will be assessed over. Materials will also be sent home for families unable to attend.
     Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Administrators
 	
     Title I:
     2.4, 2.6, 4.1, 4.2
     Problem Statements: Student Learning 5
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: By August, 100% of K-2 teachers will be trained in mclass strategies for daily station work.	**Formative**		
Strategy's Expected Result/Impact: Station work will include M-Class aligned activities daily.	**Nov**	**Feb**	**June**

Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Administrators
 	
     Title I:
     2.4, 2.6
     Problem Statements: Student Learning 5
	65%		

Strategy 3 Details	Formative Reviews

Strategy 3: By September, 100% of teachers will be have daily fluency math drills in their math routines.	Formative		
Strategy's Expected Result/Impact: Students will show progress from BOY to MOY to EOY on the MClass assessment. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 5	**Nov**	**Feb**	**June**
	55%		

Strategy 4 Details	Formative Reviews

Strategy 4: By August, 100% of teachers will attend bi-weekly PLCs focused on TEK alignment and quality work.	Formative		
Strategy's Expected Result/Impact: Teachers will create STAAR aligned assessments and have explemplars created through PLC. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 5	**Nov**	**Feb**	**June**
	60%		

Strategy 5 Details	Formative Reviews

Strategy 5: By September, 100% of teachers will adhere to a bi-weekly progress monitoring system.	Formative		
Strategy's Expected Result/Impact: Teachers will use the progress monitoring data to adjust groups and skills addressed in small group intervention. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Specialist, Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 5	**Nov**	**Feb**	**June**
	45%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: 19% of first grade students met benchmark on the end-of-year MClass assessment. (K- 37%, 1- 19%, 2- 39%- 2023) **Root Cause**: Lack of exposure to MClass assessment format.

HEB Independent School District

Meadow Creek Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Success Measure 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 1: After receiving explicit instruction and intervention in two step problems, third grade students will demonstrate growth on 3.4 K as measured by short cycle assessments and STAAR.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Formative Assessment: Progress Monitoring
Summative Assessments: BOY, MOY, & EOY BAS

Strategy 1 Details	Formative Reviews		
Strategy 1: By November 2023, the third grade team will participate in the Math PLC improvement cycle.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Third grade Math teachers, TIC, AP, & Principal Title I Schoolwide Elements None TEA Priorities None ESF Levers None Problem Statements **Problem Statements:** Student Learning 3	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: By October 2023, the third grade Math team will participate in the Observation & Coaching pilot.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Third grade Math teachers, LAC, TIC, AP & Principal **Problem Statements:** Student Learning 3	100%	100%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: By February 2024, the third grade Math team will plan a targeted first-teach for 3.4 K then analyze short cycle and interim assessment data to determine opportunities for targeted reteach and small group instruction.
 	
    Strategy's Expected Result/Impact: Increased student achievement.
    Staff Responsible for Monitoring: Third grade Math teachers, Teacher Instructional Coach, AP & Principal
 	
    Problem Statements: Student Learning 3
	Formative		

	Nov	Feb	June
	50%		

Strategy 4 Details	Formative Reviews		

Strategy 4: By February 2024, the third grade team will receive specific feedback on classroom first teach then execute the action steps.
    Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: Third grade Math teachers, TIC, AP, LAC & Principal
 	
    Problem Statements: Student Learning 3
	Formative		

	Nov	Feb	June
	50%	N/A	N/A

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Only 78% of third grade students scored Meets on the 2023 Math STAAR test.   **Root Cause**: The student demonstrated difficulty solving two step problems with multiplication and division 3.4 K (43%).

Goal 1: Success Measure 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 2:
After receiving explicit instruction and intervention in comprehension skills, third grade students will demonstrate growth on 3.6 E-G as measured by short cycle assessments and STAAR.
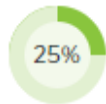
Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Formative Assessments: Exit Tickets and SCAs
Summative Assessments: DBAs, STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: By November 2023, the third grade team will attend instructional planning sessions, implement ELAR managed curriculum, and participate in the Reading PLC improvement cycle.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Third grade ELAR teachers, TIC, AP, & Principal Title I Schoolwide Elements None TEA Priorities None ESF Levers None Problem Statements **Problem Statements:** Student Learning 2	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: By October 2023, the third grade ELAR team will participate in the Observation & Coaching pilot.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Third grade ELAR teachers, LAC, TIC, AP & Principal **Problem Statements:** Student Learning 2	100%	100%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: By February 2024, the third grade ELAR team will plan a targeted first-teach for 3.6 E-G then analyze short cycle and interim assessment data to determine opportunities for targeted reteach and small group instruction.
    Strategy's Expected Result/Impact: Increased student achievement.
    Staff Responsible for Monitoring: Third grade ELAR teachers, Teacher Instructional Coach, AP & Principal
 	
    Problem Statements: Student Learning 2
	Formative		

	Nov	**Feb**	**June**
	25%		

Strategy 4 Details	Formative Reviews		

Strategy 4: By February 2024, the third grade team will receive specific feedback on classroom first teach then execute the action steps.
    Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: Third grade ELAR teachers, TIC, AP, LAC & Principal
 	
    Problem Statements: Student Learning 2
	Formative		

	Nov	**Feb**	**June**
	60%		

Strategy 5 Details	Formative Reviews		

Strategy 5: Using performance on short cycle and interim assessments, third grade ELAR teachers will plan for intentional SAFARI intervention at least 4 days per week by February 2024 .
    Strategy's Expected Result/Impact: Increased student achievement.
    Staff Responsible for Monitoring: Third grade team, Reading IR teacher, LAC, PEAK teacher, campus interventionists, TIC, AP & Principal
 	
    Problem Statements: Student Learning 2
	Formative		

	Nov	**Feb**	**June**
	70%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Only 64% of third grade students scored Meets on the 2023 ELAR STAAR test.   **Root Cause**: The students showed difficulty with the comprehension skills especially 3.6 E (54%).

Goal 2: Success Measure 1.2B: 100% of Kindergarten, First, and Second Grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 1: Through intentional new teacher onboarding and uninterrupted intervention, kindergarten students will demonstrate growth on EOY BAS testing as measured by progress monitoring and BAS.

Quality Indicators:
1.2 Early Literacy

Evaluation Data Sources: Formative Assessment: Progress Monitoring
Summative Assessments: BOY, MOY, & EOY BAS

Strategy 1 Details	Formative Reviews		

Strategy 1: By October 2023, new Kindergarten professionals will participate in intentional campus onboarding focused on classroom management, curriculum, and instruction.
    Strategy's Expected Result/Impact: Increased student achievement.
    Staff Responsible for Monitoring: Kindergarten teachers, TIC, LAC, AP & Principal
 	
    Problem Statements: Student Learning 1
	Formative		

	Nov	**Feb**	**June**
	100%	100%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: By October 2023, the Kindergarten team will participate in the Observation & Coaching pilot.
    Strategy's Expected Result/Impact: Increased student achievement.
    Staff Responsible for Monitoring: Kindergarten teachers, LAC, TIC, AP, & Principal
 	
    Problem Statements: Student Learning 1
	Formative		

	Nov	**Feb**	**June**
	100%	100%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: By April 2024, the Kindergarten team will attend instructional planning sessions and implement ELAR managed curriculum, as well as plan together weekly.
    Strategy's Expected Result/Impact: Increased student achievement.
    Staff Responsible for Monitoring: Kindergarten teachers, LAC TIC, AP & Principal
 	
    Problem Statements: Student Learning 1
	Formative		

	Nov	**Feb**	**June**
	60%		

Strategy 4 Details	Formative Reviews		

Strategy 4: To prevent interrupted intervention, an established campus interventionist group will be hired that is separate from the Reading 3D cadre by September 2023.
 	
    Strategy's Expected Result/Impact: Increase student achievement
    Staff Responsible for Monitoring: TIC, AP, & Principal
 	
    Problem Statements: Student Learning 1
	Formative		

	Nov	**Feb**	**June**
	100%	100%	100%

Strategy 5 Details	Formative Reviews		

Strategy 5: By October 2023, the kindergarten team will utilize the K-2 data tracker to monitor student progress towards the strategic goal.
    Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: Kindergarten Teachers, TIC, AP, & Principal
 	
    Problem Statements: Student Learning 1
	Formative		

	Nov	**Feb**	**June**
	100%	100%	100%

Strategy 6 Details	Formative Reviews		

Strategy 6: By February 2024, the Kindergarten team will take part in at least three planning and goal setting sessions focused on intentional student intervention.
    Strategy's Expected Result/Impact: Increased student achievement.
    Staff Responsible for Monitoring: Kindergarten team, LAC, TIC, & Principal
 	
    Problem Statements: Student Learning 1
	Formative		

	Nov	**Feb**	**June**
	30%		

Strategy 7 Details	Formative Reviews		

Strategy 7: Using progress monitoring performance, the kindergarten team and campus interventionists will identify student needs and provide small group STRIPE instruction at least 4 days per week by February 2024 .
    Strategy's Expected Result/Impact: Increased student achievement.
    Staff Responsible for Monitoring: Kindergarten team, Reading IR teacher, LAC, campus interventionists, TIC, ITS, AP, & Principal
 	
    Problem Statements: Student Learning 1
	Formative		

	Nov	**Feb**	**June**
	85%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 57% of Kindergarten students were at or above grade level on BAS testing. **Root Cause**: The grade level experienced interruptions in instruction and intervention. Instruction was impacted when a Kindergarten teacher resigned on the second day of school. This classroom had a long-term sub then a new to TX Kindergarten teacher. Last year, our Reading interventionists and Reading 3D cadre were the same so there were fewer interventionists available during the testing window.

HEB Independent School District

Midway Park Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

DISTRICT MISSION STATEMENT

The mission of the Hurst-Euless-Beford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

CAMPUS MISSION STATEMENT

The mission of Midway Park Elementary is to foster excellence by providing quality instruction, a safe enviroment, and a caring community, so that all students can be empowered today to excel tomorrow.

Vision

Vision Statement

Parrot Pride

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

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Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Goal #1 - Student Achievement

Success Measure: 1.2B - 100% of Kindergarten, 1st and 2nd grade students will meet end of year targets defined by early reading assessment instruments in English.

Performance Objective 1: Throughout the 2023-2024 school year, 2nd grade teachers will deliver targeted instruction on decoding long/short vowel sounds/patterns within given words at least 4 times a week using resources such as Heggerty, SIPPS or Heggerty's Bridge the Gap.

HB3 Goal

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy, 1.4 Meet Federal Accountability, 2.1 Continuous Improvement Approach to Performance Excellence
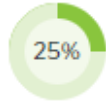
Evaluation Data Sources: Reading 3D
BAS
Progress Monitoring
Informal Teacher Observations/Anecdotal Notes
Monitoring of Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: 2nd grade teachers will progress monitor students on fluency six times or more to track student progress towards their ability to decode long and short vowels found in words.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 2nd grade students will receive targeted instruction on decoding long/short vowel sounds/patterns within given words at least 4 times a week. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialists ESSER Interventionist LAC Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	25%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan with the Instructional Specialist in bi-weekly meetings throughout the 2023-2024 school year to ensure the alignment of grade level TEKS, resources and assessments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 2nd grade students will receive targeted instruction on decoding long/short vowel sounds/patterns within given words at least 4 times a week. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialists ESSER Interventionist LAC Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Second grade teachers will plan and present at least 1 family engagement event during the 2023-2024 school year to teach parents how to support and build reading decoding strategies at home with their 2nd grade students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 2nd grade students will receive targeted instruction on decoding long/short vowel sounds/patterns within given words at least 4 times a week. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialists Campus Administration **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Student Learning 2	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: 2nd grade students will receive explicit instruction on decoding long/short vowel sounds/patterns during both STRIPE and guided reading four times a week to explicitly teach how to read/decode long and short vowels.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 2nd grade students will receive targeted instruction on decoding long/short vowel sounds/patterns within given words at least 4 times a week. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialists ESSER Interventionist Classroom Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	25%		

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: 77% of 2nd grade students met or exceeded end-of-year R3D targets for DIBELS and the district's goal is 90% or higher. **Root Cause**: 2nd grade students did not receive targeted instruction in correctly identifying vowel sounds/patterns within given words.

Goal 1: Goal #1 - Student Achievement
Success Measure: 1.2B - 100% of Kindergarten, 1st and 2nd grade students will meet end of year targets defined by early reading assessment instruments in English.

Performance Objective 2: Throughout the 2023-2024 school year, 1st grade students will receive explicit instruction four times a week in letter/sound relationships so they can correctly identify all 26 letters and sounds when decoding words.

HB3 Goal

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy, 1.4 Meet Federal Accountability, 2.1 Continuous Improvement Approach to Performance Excellence, 2.2 Efficient Use of District Resources

Evaluation Data Sources: Reading 3D
BAS/DIBELS
Progress Monitoring
Informal Teacher Observations/Anecdotal Notes

Strategy 1 Details	Formative Reviews		
Strategy 1: 1st grade teachers will progress monitor students on their ability to correctly identify and decode letters and sounds when reading six times or more throughout the 2023-2024 school year.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 1st grade students will receive explicit instruction four times a week in letter/sound relationships so they can correctly identify all 26 letters and sounds when decoding words. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Specialists ESSER Interventionist LAC Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan bi-weekly with the Instructional Specialist to ensure the alignment of grade level TEKS, resources and assessments.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 1st grade students will receive explicit instruction four times a week in letter/sound relationships so they can correctly identify all 26 letters and sounds when decoding words. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialists LAC Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: During the 2023-2024 school year first grade teachers will plan and present at least 1 family engagement event to teach parents how to support and build letter-sound fluency with students to increase overall fluency.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 1st grade students will receive explicit instruction four times a week in letter/sound relationships so they can correctly identify all 26 letters and sounds when decoding words. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialists Campus Administration **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	100%	100%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: 1st grade students will receive explicit instruction on identifying all 26 letters/sounds during both STRIPE and guided reading four times a week.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 1st grade students will receive explicit instruction four times a week in letter/sound relationships so they can correctly identify all 26 letters and sounds when decoding words. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialists ESSER Interventionist Classroom Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 63% of 1st grade students met or exceeded end-of-year R3D targets for DIBELS and the district's goal is 90% or higher. **Root Cause**: 1st grade students did not receive targeted instruction in correctly identifying all 26 letters and sounds.

Goal 2: Goal #1 - Student Achievement

Success Measure: 1.1B - 25% or more of students will achieve Masters Grade Level on STAAR for each subject at each grade level

Performance Objective 1: By the end of the 2023-2024 school year 3rd grade Math students will receive targeted instruction on correctly reading and identifying given representations within math word problems at least once a week.

HB3 Goal

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.3 Early Numeracy , 1.4 Meet Federal Accountability, 2.1 Continuous Improvement Approach to Performance Excellence, 2.2 Efficient Use of District Resources
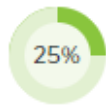
Evaluation Data Sources: Progress Monitoring (CFA's, Formative Assessments)
Informal/Formal Teacher Observations
MAP Math Data
Interim Assessments
STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: The 3rd grade Math teacher will plan with the Instructional Specialist in bi-weekly meetings to ensure the alignment of grade level TEKS, resources and assessments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3rd grade Math students will receive targeted instruction on correctly reading and identifying given representations within math word problems at least once a week. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialists ESSER Interventionist LAC Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	25%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Third grade teachers will plan and present at least 1 family engagement event to teach parents how to support students in reading and interpreting representations within given word problems.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3rd grade Math students will receive targeted instruction on correctly reading and identifying given representations within math word problems at least once a week. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialist Campus Administration **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will receive targeted intervention during math workshop at least once a week to support students in understanding and interpreting representations within given word problems.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3rd grade Math students will receive targeted instruction on correctly reading and identifying given representations within math word problems at least once a week. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Specialists ESSER Interventionist Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	25%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 22% of 3rd grade students scored master's on the 2023 Math STAAR test and the district's goal is 25% or higher.   **Root Cause**: 3rd grade students needed further explicit instruction in correctly reading and identifying given representations within math word problems.

HEB Independent School District

North Euless Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

HEB ISD will maintain the quality of personnel and rigorous curriculum and instructional design necessary to meet the challenge of successfully educating our increasingly diverse population in an atmosphere that fosters strong character, encourages academic, physical, and creative achievement, and ensures student safety.

Vision

Growing Lifelong Learners Through Educational Excellence

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: District Goal Area #1:

Success Measure - 100% of Kindergarten, first and second grade students will meet end of year targets as defined by early reading assessments in English or Spanish.

HEB ISD Strategic Plan Goal 1: Student Achievement

Quality Indicator: 1.2 Early Literacy

Success Measure: 1.2 A

Performance Objective 1: All second grade reading teachers will utilize Fountas and Pinnell BAS to progress monitor reading levels and implement small group instruction targeting accuracy and comprehension as measured by 80% or more students reading Level N by EOY.

Evaluation Data Sources: Fountas and Pinnell Reading System

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of second grade reading teachers will implement Fountas and Pinnell Reading System throughout the year as designated in the second grade reading curriculum.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Second grade students will increase their BAS scores to meet the EOY goal of 80% reading at Level N. **Staff Responsible for Monitoring:** Second grade teachers, Reading Instructional Specialist, and Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 **Funding Sources:** Title I Staff - 211 - Title I, Part A - $30,960	70%		

Strategy 2 Details	Formative Reviews

Strategy 2: 100% of Second Grade teachers will implement a tiered approach to reading instruction to include differentiated small groups and after school tutorials.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Second grade students will increase their BAS scores to meet the EOY goal of 80% reading at Level N. **Staff Responsible for Monitoring:** Second grade teachers, Reading Instructional Specialist, and Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** PT Interventionist - 282 - ARP ESSER III - $15,625	70%		

Strategy 3 Details	Formative Reviews

Strategy 3: 100% of second grade teachers will participate in bi-weekly planning meetings to discuss strategies to increase accuracy and comprehension through effective lesson planning.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Second grade students will increase their BAS scores to meet the EOY goal of 80% reading at Level N. **Staff Responsible for Monitoring:** Second grade teachers, Reading Instructional Specialist, and Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	70%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 77% of students in 1st grade read level J or higher due to deficiencies in comprehension and reading accuracy as measured by BAS (this year's 2nd grade students)   **Root Cause**: Accuracy and Comprehension needs, strategic plans need to be developed and implemented to address accelerated instruction with a focus on growth in response to the data

Goal 2: District Goal Area #1:

Success Measure - 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

HEB ISD Strategic Plan Goal 1: Student Achievement

Quality Indicator: 1.1 Achieve Highest Academic Rating for District

Success Measure: 1.1 A

Performance Objective 1: All third grade reading teachers will utilize Fountas and Pinnell BAS to progress monitor reading levels and implement small group instruction targeting accuracy and comprehension as measured by 80% or more students reading Level P by EOY.

    Quality Indicators:
    1.1 Achieve Highest Academic Rating for District

    Evaluation Data Sources: Progress Monitoring Data

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of third grade reading teachers will implement Fountas and Pinnell Reading System throughout the year as designated in the third grade reading curriculum.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Third grade students will increase their BAS scores to meet the EOY goal of 80% reading at Level P. **Staff Responsible for Monitoring:** Third grade teachers, Reading Instructional Specialist, and Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2	70%		

Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of Third Grade teachers will implement a tiered approach to reading instruction to include differentiated small groups and after school tutorials.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Third grade students will increase their BAS scores to meet the EOY goal of 80% reading at Level P. **Staff Responsible for Monitoring:** Third grade teacher, Instructional Specialists, Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	70%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Host a family Reading Night February 22 to provide families with activities to support comprehension strategies at home.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in BAS Reading levels **Staff Responsible for Monitoring:** Third grade Reading teachers, Reading Instructional Specialist, Principal **Title I:** 2.4, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2	20%		

Strategy 4 Details	Formative Reviews

Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of third grade ELA teachers will participate in bi-weekly LTEP planning sessions to discuss strategies to increase reading accuracy and comprehension.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Third grade students will increase their BAS scores to meet the EOY goal of 80% reading at Level P. **Staff Responsible for Monitoring:** Third grade teachers, Instructional Specialists, Interventionists, Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	70%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 51% of our students in 2nd grade were reading at level N due to deficiencies in comprehension and reading accuracy as measured by BAS (this year's 3rd grade students)   **Root Cause**: Accuracy and Comprehension needs, strategic plans need to be developed and implemented strategically for accelerated instruction with a focus on growth in response to the data

Goal 2: District Goal Area #1:
Success Measure - 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

HEB ISD Strategic Plan Goal 1: Student Achievement

Quality Indicator: 1.1 Achieve Highest Academic Rating for District

Success Measure: 1.1 A

Performance Objective 2: 80% or more of 6th grade students will solve multi-step math problems with a focus on generating equivalent forms of fractions and decimals.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Exit tickets, Interim Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of Math teachers will plan collaboratively with the Instructional Specialist to analyze campus and district data to determine strengths/ gaps and differentiate instruction effectively to meet the needs of each student.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 80% or more of students meeting expected growth **Staff Responsible for Monitoring:** 6th grade Math teacher, Math Instructional Specialist, ESSER Interventionist, Principal **Problem Statements:** Student Learning 3	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Host a family Math Night on February 22 to provide families with activities to practice fact fluency/ math skills at home.	**Formative**		
Strategy's Expected Result/Impact: 80% or more of students meeting expected growth	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Math teacher, Instructional Specialist, Principal, ESSER Interventionist **Problem Statements:** Student Learning 3	N/A		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Students were not proficient on multiplication and division of decimals and fractions as well as struggled with multi-step problem solving as measured by 53% Meets and 14% Masters on 5th Grade Math STAAR (this year's 6th grade students)   **Root Cause**: Need to differentiate to focus on deeper mathematical understandings required to think critically and problem solve

HEB Independent School District

Oakwood Terrace Elementary

2023-2024 Goals/Performance Objectives/Strategies

Oakwood Terrace OWLS

Mission Statement

The mission of the HEBISD is to continue its proud tradition of excellence as a diverse, high performing orgnaization committed to ensuring each student is empowered today to excel tomorrow.

Oakwood Terrace Mission: *Building strong relationships that empower our community to engage, motivate and grow all students*.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Success Measure 1.2B: 100% of Kindergarten, First, and Second Grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 1: By the end of 2023-2024, Kinder-2nd grade teachers will implement systematic phonics instruction to address deficits in decoding, as measured by an increase in BAS and Lectura scores from BOY to EOY.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy

Strategy 1 Details	Formative Reviews		
Strategy 1: The 2nd grade team will participate in LTEP PLCs biweekly starting in September 2023 through May 2024.	Formative		
Strategy's Expected Result/Impact: Collaboration to insure teachers use the district resources and strategies for their first teach as measured by weekly instructional leader walkthroughs in the 23-24 school year. **Staff Responsible for Monitoring:** Principal and instructional coaches **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	Nov	Feb	June
	45%		
Strategy 2 Details	**Formative Reviews**		
Strategy 2: K-2nd grade teachers will participate in on campus phonics PD once a month with the instructional specialist.	Formative		
Strategy's Expected Result/Impact: Grow teachers in their knowledge of phonics instruction and their resource use as measured by walkthroughs by the instructional team weekly. **Staff Responsible for Monitoring:** Instructional coaches and principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	50%		

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews		
Strategy 3: Oakwood Terrace will support reading at home by holding a family night in the spring where parents will be taught strategies to help their children with reading at home.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students in all grade levels go home with books and parents go home with strategies to help their children at home increase reading fluency as measured by universal screeners. **Staff Responsible for Monitoring:** Principal, instructional coaches and staff **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: During the 2023-2024 school year, interventionists will provide intervention during STRIPE and Safari, from September through April, using district aligned strategies and resources.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Provide students small group opportunities to grow in reading fluency and comprehension as well as math fluency and strategies, during STRIPE and Safary in the 23-24 school year to increase scores and fill gaps as measured by universal assessments. **Staff Responsible for Monitoring:** Principal, teachers and instructional coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	50%		

Strategy 5 Details	Formative Reviews		
Strategy 5: By participating in LTEP PLCs every week of the 23-24 school year, all grade levels teachers will use the LTEP/unit lesson planning template to align instruction and insure best practice strategies are used in all classrooms.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Having alignment with grade level planning and look fors, this will create ease for the leadership team to give feedback as we schedule weekly, biweekly and every three weeks walkthroughs in the 23-24 school year. **Staff Responsible for Monitoring:** Instructional team (ISs and Principals) **Title I:** 2.4	50%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 64% of second grade students met EOY goal for reading DIBELS and 76% of 2nd grade bilingual students met Lectura goal.   **Root Cause**: Instructional specialists and teachers have not spent the time collaborating on effective and systematic phonics instruction.

Goal 2: Quality Indicator 1.4B: 90% or more of Bilingual/English as a Second Language (ESL) RDA indicators will receive a rating no greater than 1.

Performance Objective 1: Throughout the 2023-2024 school year, 2nd-6th grade students will engage in meaningful opportunities to practice every domain of TELPAS and increase their proficiency in every domain as measured by TELPAS.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.4 Meet Federal Accountability
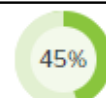
Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase "Continental" online program and implement use of it by all 2nd-6th grade EB students weekly to increase both exposure and growth in all 4 domains as measured by TELPAS.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Exposure to online platform for TELPAS and practice in all TELPAS domains lead by LAC and classroom teachers weekly. **Staff Responsible for Monitoring:** Language Acquisition Coach **Title I:** 2.4	75%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Grade level teachers, along with the instructional leadership team, will engage in intentional planning of structured conversation using academic vocabulary as measured by the LTEP planning template during the 23-24 school year.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students using academic vocabulary as part of our daily instruction as measured by instructional leadership team walkthroughs in the 23-24 school year. **Staff Responsible for Monitoring:** Instructional leadership team during LTEP PLCs **Title I:** 2.4	50%		

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

Goal 3: Quality Indicator 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 1: By the end of the 2023-2024 school year all teachers will have structured PLCs with Instructional coaches and have their unit lesson plans posted prior to beginning each unit, and the instructional leadership will close the cycle by planning observations and feedback.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy, 1.3 Early Numeracy , 1.4 Meet Federal Accountability, 2.1 Continuous Improvement Approach to Performance Excellence, 3.2 Increased Employee Retention

Strategy 1 Details	Formative Reviews		
Strategy 1: A google form will be maintained by the instructional leadership team, so the entire team will have access to feedback information throughout the 23-24 school year.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: At least 70% of the time, feedback given to teachers will be implemented in classrooms **Staff Responsible for Monitoring:** instructional leadership team **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: We will have two academic family engagement nights in the Fall, Math and Science, and two in the spring, Reading and Social Studies, where students and parents will go home with instructional activities to do together at home.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Impact in increasing student achievement as measured by EOY district and state assessment, by providing teachers and parents with tools and supplies to address gaps. **Problem Statements:** Student Learning 3	50%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 41% of 5th graders met grade level expectations in the Science STAAR test. **Root Cause**: Students have limited opportunities for hands on and real life experiences to make connections

HEB Independent School District

River Trails Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: 1.2B 100% of kindergarten, first and second grade students will meet end of year targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 1: 100% of 1st grade students will show growth from BOY to EOY on Dibels (focus on PSF) by segmenting phonemes fluently.

Quality Indicators:
1.2 Early Literacy

Evaluation Data Sources: BOY and EOY Reading scores

Strategy 1 Details	Formative Reviews		
Strategy 1: 1st grade reading teachers will implement targeted Heggerty lessons daily with fidelity.	**Formative**		
Strategy's Expected Result/Impact: Repeated practice and solid foundation for segmenting phonemes	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: 1st grade teachers, Reading Instructional Specialist, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: 1st grade reading teachers will increase the rigor of PSF by gradually increasing the complexity of phonics patterns during word study and small group.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Exposure to more complex patterns will increase PSF on progress monitoring. **Staff Responsible for Monitoring:** 1st grade teachers, Reading Instructional Specialist, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	50%		

Strategy 3 Details	Formative Reviews

Strategy 3: Family Engagement Night- Reading Night in the spring. Teachers will provide reading strategies that families can take home and work with students.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Parents will receive activities and information on how to support students at home with segmenting phonemes and building fluency **Staff Responsible for Monitoring:** 1st grade teachers, Reading Instructional Specialist, Admin **Title I:** 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** Student Learning 1	5%		

Strategy 4 Details	Formative Reviews

Strategy 4: 1st grade teachers will utilize BOOST at least three times per week during stations and/or independent time.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will have additional practice catered to their needs based on Amplify data. **Staff Responsible for Monitoring:** 1st grade teachers, Reading IS, and Admin **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** Student Learning 1	30%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 47% of kindergarten students were below or well below benchmark for PSF on EOY Dibels assessment.   **Root Cause**: Students were not able to segment sounds fluently and it was not a focus in the word study portion of the curriculum other than Heggerty.

Goal 2: 1.1 E 100% of students will Meet or Exceed Expected Progress in Math as reported on the Texas Academic Performance Report (TAPR).

Performance Objective 1: 100% of 4th grade students will meet or exceed their projected growth on the 4th grade EOY Math MAP Assessment (focus on multi-step problems, as shown in TEKS 4.4H and 4.5A).

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: EOY Math MAP Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will scaffold multi-step problem solving in warm ups and whole group instruction by October (numberless word problems and district problem solving method).	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Early exposure? More solid understanding of the TEKS? **Staff Responsible for Monitoring:** 4th grade teachers, Math Instructional Specialist, LAC, and Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	55%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in planning PLCs, vertical strategy discussions and meet with Instructional Specialists and admin bi-weekly throughout the school year.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will leave the meetings with a completed Know/Show Chart and student exemplar giving teachers a more thorough understanding of the TEKS being taught. **Staff Responsible for Monitoring:** 4th grade teachers, Math Instructional Specialist, LAC, and Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	50%		

Strategy 3 Details	Formative Reviews

Strategy 3: RTE will host a fall math night event that will provide activities, strategies and information for all families to support student learning at home.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 100% of students will meet or exceed projected growth. **Staff Responsible for Monitoring:** Pk-6th grade teachers, Instructional Specialist, LAC, and Admin **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	100%	100%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: Exit tickets will be incorporated at least once per six weeks to evaluate student growth.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Parents will take home activities and information that will enable them to support student learning at home. **Staff Responsible for Monitoring:** 4th grade teachers, Math Instructional Specialist, LAC, and Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	70%		

Strategy 5 Details	Formative Reviews

Strategy 5: In January 2024, all 3-6 Math teachers will participated in professional development centered on student engagement strategies, data tracking strategies and staff well-being.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Staff will leave the professional development with new strategies to implement for student engagement and progress monitoring as well as staff well-being supports. **Staff Responsible for Monitoring:** G3-6 Math teachers, Instructional Specialists and Administrators **Problem Statements:** Student Learning 2	N/A		

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: 58% of 3rd grade students achieved Meets on the 2023 STAAR Math assessment.   **Root Cause**: Students struggled with multi-step problem solving and determining which operation to use when solving problems.
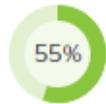
Goal 3: 1.1 B 46% or more of student will achieve Masters Grade Level on STAAR for 5th grade Reading.

Performance Objective 1: Teachers will focus on building background knowledge to support emerging bilingual students in making connections and inferences so that 15% will score Masters on the 5th grade ELAR STAAR test (they were at 9% on 2023 STAAR).

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: 5th grade ELAR STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in planning PLCs, vertical strategy discussions and meet with Instructional Specialists and admin bi-weekly throughout the school year.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will leave the meetings with a completed Know/Show Chart and student exemplar giving teachers a more thorough understanding of the TEKS being taught. **Staff Responsible for Monitoring:** 5th grade teachers, Reading Instructional Specialist, LAC, and Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	55%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will utilize Talk, Read, Talk, Write strategies at least 1 time per week.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Emergent bilingual students will improve their reading comprehension and literary response/ analysis skills. **Staff Responsible for Monitoring:** 5th grade teachers, Reading Instructional Specialist, LAC and Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	30%		

Strategy 3 Details	Formative Reviews

Strategy 3: Teachers will incorporate ESL Challenges into their lesson plans weekly.	Formative		
Strategy's Expected Result/Impact: Lesson plans will include necessary linguistic supports to help our emergent bilingual students develop their academic language skills and master grade-level content standards. **Staff Responsible for Monitoring:** 5th grade teachers, Reading Instructional Specialist, LAC and Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	Nov	Feb	June
	30%		

Strategy 4 Details	Formative Reviews

Strategy 4: Attend Lead4ward Rockin' Review Conference for STAAR review and tips.	Formative		
Strategy's Expected Result/Impact: 3% increase in Master's scores on STAAR Reading test. **Staff Responsible for Monitoring:** Teachers, IS, LAC and principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	Nov	Feb	June
	N/A		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 9% of Emergent Bilingual fourth grade students achieved Masters on the 2023 STAAR Reading assessment.   **Root Cause**: Students struggled with text comprehension and a lack of higher level application of skills

HEB Independent School District

Shady Brook Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

HEB ISD--The mission of the Hurst Euless Bedford Independent School District is to continue its proud tradition of excellence as a diverse high performing organization committed to ensuring each student is empowered today to excel tomorrow.

SBE--The mission of Shady Brook Elementary is to provide a safe environment to instill positive character traits and educate all students for success today and tomorrow.

Vision

Empowering Today to Excel Tomorrow

Knowledge Informs and Determines Success for Students

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 1: By May 2024, all Shady Brook Elementary Reading teachers will implement small group instruction that is tailored to individual student needs according to student data, from MAP, STAAR Interim, Exit Tickets, SCAs, and/or teacher informal observations. Fourth Grade Reading students will increase performance on the Grade 4 Reading STAAR by at least 3% in approaches, meets, and masters when compared to the 2022-23 Grade 3 Reading STAAR scores.
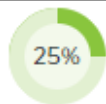
HB3 Goal

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Interim Assessments, SCAs, and Exit Tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will meet bi-weekly with the Reading Instructional Specialist to look at data and determine student groupings for small group intervention.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student reading skill levels. **Staff Responsible for Monitoring:** All Reading teachers, Language Acquisition Coach, Reading Instructional Specialist, and Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 11, 12, 13 - Student Learning 2, 3, 16, 17, 18	20%		

Strategy 2 Details	Formative Reviews

Strategy 2 Details	Formative Reviews		
Strategy 2: Shady Brook Goal Team will implement small group reading strategies during Reading Family Engagement Night on September 28, 2023.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student skill levels **Staff Responsible for Monitoring:** Reading Goal Team **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 11, 12, 13 - Student Learning 2, 3, 16, 17, 18	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: All Shady Brook Reading Teachers will meet on October 12, 2023, November 16, 2023 and February 29, 2024 to build a vertical alignment of vocabulary for all students by increasing instruction in academic vocabulary using visuals, word walls, and engage students in using the newly acquired vocabulary in classroom discussions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student academic vocabulary **Staff Responsible for Monitoring:** All Reading Teachers, Reading Instructional Specialist **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 11, 12, 13 - Student Learning 2, 3, 16, 17, 18	25%		

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 11: Only 39% of 4th grade Afican American students met standard on the 22-23 Reading STAAR test.   **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.
Problem Statement 12: Only 18% of 4th grade Hispanic students met standard on the 22-23 Reading STAAR test.   **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.
Problem Statement 13: Only 14% of 4th grade Emergent Bilingual students met standard on 22-23 Reading STAAR test.   **Root Cause**: Students lack academic vocabulary and background knowledge. EB strategies were not implemented with fidelity in lessons.

Student Learning

Problem Statement 2: Only 43% of 4th Grade students met the standard on the 22-23 Reading STAAR Test. **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.

Problem Statement 3: Only 19% of 4th Grade students mastered the standard on the 22-23 Reading STAAR Test. **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.

Problem Statement 16: Only 39% of 4th grade Afican American students met standard on the 22-23 Reading STAAR test. **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.

Problem Statement 17: Only 18% of 4th grade Hispanic students met standard on the 22-23 Reading STAAR test. **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.

Problem Statement 18: Only 14% of 4th grade Emergent Bilingual students met standard on 22-23 Reading STAAR test. **Root Cause**: Students lack academic vocabulary and background knowledge. EB strategies were not implemented with fidelity in lessons.

Goal 1: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 2: By May 2024, all Shady Brook Elementary Math teachers will implement small group instruction that is tailored to individual student needs according to student data, from MAP, STAAR Interim, Exit Tickets, and/or teacher informal observations. Fourth Grade Math students will increase performance on the Grade 4 Math STAAR by at least 3% in approaches, meets, and masters when compared to the 2022-23 Grade 3 Math STAAR scores.

HB3 Goal

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Strategy 1 Details	Formative Reviews		
Strategy 1: All 2-6 Math Teachers will participate in Unit Planning PLCs throughout the 23-24 school year.	**Formative**		
Strategy's Expected Result/Impact: Increase Teacher Knowledge and Skills	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: All 2-6 Math Teachers, Math Instructional Specialist, Administrators **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3, 4, 5, 6, 7 - Student Learning 7, 8, 9, 10, 11, 12	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Shady Brook Goal Team will implement small group math strategies during Math Family Engagement Night on October 26, 2023.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student skill levels **Staff Responsible for Monitoring:** Math Goal Team **Title I:** 2.4, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1, 4, 8	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: All 2-6 math teachers will use manipulative and/or visuals daily to enhance math retention and effective practice for the 23-24 school year.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student understanding and skill levels **Staff Responsible for Monitoring:** All 2-6 Math Teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2, 4, 5, 6, 7 - Student Learning 6, 7, 9, 10, 11, 12	50%		

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Only 10% of 3rd Grade Emerging Bilingual students met standard on the 22-23 Math STAAR Test.   **Root Cause**: EB strategies need to be incorporated more often and among all populations
Problem Statement 2: Only 26% of 3rd Grade Economically Disadvantaged students met standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years.
Problem Statement 3: Only 13% of 4th Grade Economically Disadvantaged students mastered the standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years.
Problem Statement 4: 0% of 4th Grade Emerging Bilingual students mastered the standard on the 22-23 Math STAAR Test.   **Root Cause**: EB strategies need to be incorporated more often and among all populations
Problem Statement 5: Only 5% of 6th Grade Hispanic students mastered the standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years and EB strategies incorporated more often among all populations.
Problem Statement 6: Only 34% of 3rd Grade students met the standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years and EB strategies need to be incorporated more often among all populations.
Problem Statement 7: Only 8% of 3rd Grade students mastered the standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years and EB strategies need to be incorporated more often among all populations.
Student Learning
Problem Statement 1: Only 39% of 3rd Grade students met the standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years and EB strategies need to be incorporated more often among all populations.
Problem Statement 4: Only 15% of 3rd Grade students met the standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years and EB strategies need to be incorporated more often among all populations.
Problem Statement 6: Only 10% of 3rd Grade Emerging Bilingual students met standard on the 22-23 Math STAAR Test.   **Root Cause**: EB strategies need to be incorporated more often and among all populations

Student Learning
Problem Statement 7: Only 26% of 3rd Grade Economically Disadvantaged students met standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years.
Problem Statement 8: Only 13% of 4th Grade Economically Disadvantaged students mastered the standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years.
Problem Statement 9: 0% of 4th Grade Emerging Bilingual students mastered the standard on the 22-23 Math STAAR Test.   **Root Cause**: EB strategies need to be incorporated more often and among all populations
Problem Statement 10: Only 5% of 6th Grade Hispanic students mastered the standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years and EB strategies incorporated more often among all populations.
Problem Statement 11: Only 34% of 3rd Grade students met the standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years and EB strategies need to be incorporated more often among all populations.
Problem Statement 12: Only 8% of 3rd Grade students mastered the standard on the 22-23 Math STAAR Test.   **Root Cause**: Small group instruction did not include activities that scaffolded to fill gaps from Covid years and EB strategies need to be incorporated more often among all populations.

Goal 1: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 3: By May 2024, all 3-6 Science Teachers will increase students ability to explain in writing their findings in lab experiences and comprehension of texts. A minimum of 85% of fifth-grade science students are expected to achieve their Grade 5 Science STAAR target, which was formulated based on data from Continuous Formative Assessments (CFA), Curriculum-Based Assessments (CBA), and Data-Based Assessments (DBA).

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: CBAs, DBAs, and Interim

Strategy 1 Details		Formative Reviews		
Strategy 1: All 3-6 Science teachers will use sentence stems during lab, word walls, and writing activities.		**Formative**		
Problem Statements: Demographics 8 - Student Learning 5, 13		**Nov**	**Feb**	**June**
		50%		

Strategy 2 Details		Formative Reviews		
Strategy 2: 5th grade Science teacher will attend Science PLC's weekly to plan engaging lessons and increase knowledge of the TEKS.		**Formative**		
Staff Responsible for Monitoring: 5th Grade Science Teacher, Instructional Specialist, Administrator		**Nov**	**Feb**	**June**
Title I: 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 9 - Student Learning 5, 14		50%		

Strategy 3 Details		Formative Reviews		
Strategy 3: Shady Brook Goal Team will implement small group science strategies during Science Family Engagement Night on January 18, 2024.		**Formative**		
Staff Responsible for Monitoring: Science Goal Team		**Nov**	**Feb**	**June**
Title I: 4.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 8 - Student Learning 5, 13		25%		

Strategy 4 Details	Formative Reviews		
Strategy 4: All 3-6 Science teachers will use cooperative learning activities, for example, turn and talks during lab investigations, word wall activities, and classroom discussions.	**Formative**		
	Nov	**Feb**	**June**
Staff Responsible for Monitoring: All 3-6 Science Teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 9, 10 - Student Learning 5, 14, 15	50%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 8: Only 27% of 5th Grade Emerging Bilingual students met the standard on the 22-23 Science STAAR Test   **Root Cause**: EB strategies need to be incorporated more often and among all populations
Problem Statement 9: Only 29% of 5th Grade African American students met the standard on the 22-23 Science STAAR Test.   **Root Cause**: EB strategies, hands-on labs, and interactive word walls need to be incorporated more often among all populations.
Problem Statement 10: Only 27% of 5th Grade Economically Disadvantaged students met the standard on the 22-23 Science STAAR Test   **Root Cause**: Hands-on labs and interactive word walls need to be incorporated more often among all populations.
Student Learning
Problem Statement 5: Only 37% of 5th Grade students mastered the standard on the 22-23 Science STAAR Test.   **Root Cause**: EB strategies, hands-on labs, and interactive word walls need to be incorporated more often among all populations.
Problem Statement 13: Only 27% of 5th Grade Emerging Bilingual students met the standard on the 22-23 Science STAAR Test   **Root Cause**: EB strategies need to be incorporated more often and among all populations
Problem Statement 14: Only 29% of 5th Grade African American students met the standard on the 22-23 Science STAAR Test.   **Root Cause**: EB strategies, hands-on labs, and interactive word walls need to be incorporated more often among all populations.
Problem Statement 15: Only 27% of 5th Grade Economically Disadvantaged students met the standard on the 22-23 Science STAAR Test   **Root Cause**: Hands-on labs and interactive word walls need to be incorporated more often among all populations.

Goal 2: 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English.

Performance Objective 1: By May 2024, all Shady Brook Elementary Reading teachers will implement small group instruction that is tailored to individual student needs according to student data, from BAS, DIBELS, and/or teacher informal observations. Second Grade Reading students will increase performance by 3%.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: BOY and MOY BAS and DIBELS

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will meet every six weeks with the Reading Instructional Specialist to look at data and determine student groupings for small group intervention.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase in student reading skill levels.
     Staff Responsible for Monitoring: All Reading teachers, Language Acquisition Coach, Reading Instructional Specialist, and Administrators
 	
     Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
 Problem Statements: Demographics 14, 15
	20%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Shady Brook Goal Team will implement small group reading strategies during Reading Family Engagement Night on September 28, 2023.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase in student skill levels
     Staff Responsible for Monitoring: Reading Goal Team
 	
     Title I:
 4.1
  - **TEA Priorities:**
 Build a foundation of reading and math
 Problem Statements: Demographics 11, 12, 13 - Student Learning 2, 3, 16, 17, 18
	100%	100%	100%

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative		
Strategy 3: All Shady Brook Reading Teachers will meet on October 12, 2023, November 16, 2023 and February 29, 2024 to build a vertical alignment of vocabulary for all students by increasing instruction in academic vocabulary using visuals, word walls, and engage students in using the newly acquired vocabulary in classroom discussions.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student academic vocabulary **Staff Responsible for Monitoring:** All Reading Teachers, Reading Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 14, 15	25%		

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 11: Only 39% of 4th grade Afican American students met standard on the 22-23 Reading STAAR test. **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.
Problem Statement 12: Only 18% of 4th grade Hispanic students met standard on the 22-23 Reading STAAR test. **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.
Problem Statement 13: Only 14% of 4th grade Emergent Bilingual students met standard on 22-23 Reading STAAR test. **Root Cause**: Students lack academic vocabulary and background knowledge. EB strategies were not implemented with fidelity in lessons.
Problem Statement 14: Only 35% of 2nd grade Special Education students met standard on the Benchmark Assessment System. **Root Cause**: Students lack exposure, background knowledge (schema) as well as academic vocabulary and comprehension.
Problem Statement 15: Only 48% of 1st grade students Emergent Bilingual students met standard on the Benchmark Assessment System. **Root Cause**: Students lack exposure, background knowledge (schema) as well as academic vocabulary and comprehension.
Student Learning
Problem Statement 2: Only 43% of 4th Grade students met the standard on the 22-23 Reading STAAR Test. **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.
Problem Statement 3: Only 19% of 4th Grade students mastered the standard on the 22-23 Reading STAAR Test. **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.
Problem Statement 16: Only 39% of 4th grade Afican American students met standard on the 22-23 Reading STAAR test. **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.
Problem Statement 17: Only 18% of 4th grade Hispanic students met standard on the 22-23 Reading STAAR test. **Root Cause**: Students lack academic vocabulary and background knowledge. Exit ticket data didn't drive small group instruction. Small groups were not adjusted according to individual needs for all learners as needed.

Student Learning
Problem Statement 18: Only 14% of 4th grade Emergent Bilingual students met standard on 22-23 Reading STAAR test.   **Root Cause**: Students lack academic vocabulary and background knowledge. EB strategies were not implemented with fidelity in lessons.

HEB Independent School District

Shady Oaks Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Goal Area #1 Student Achievement

Success Measure 1.3: 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early math assessment instruments in English or Spanish.

Performance Objective 1: During the 2023-2024 school year, 2nd grade bilingual teachers will expose students to daily numerical fluency drills and math stations to enhance students' understanding of math concepts and application of math skills.

Quality Indicators:
1.3 Early Numeracy

Evaluation Data Sources: MClass Math benchmark assessments and progress monitoring data; Unit tests

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will practice numeracy skills daily by utilizing a spiral bound MClass practice book and following a uniform weekly subtest/skill schedule. Teachers will track students' progress on specific subtests/skills by recording students' progress monitoring data on their data dashboard.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in benchmark assessments throughout the school year. **Staff Responsible for Monitoring:** 2nd grade teachers, Math Instructional Specialist, Principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1	65%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan math lessons weekly with the Math Instructional Specialist that allow students time to practice numeracy skills daily by working in math stations as outlined in the math curriculum.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in math unit test scores as a result of increased application time. **Staff Responsible for Monitoring:** 2nd grade teachers, Math Instructional Specialist, Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1	70%		

Strategy 3 Details	Formative Reviews		
Strategy 3: A Math Family Engagement Night will be held during the school year to provide families with activities to practice math/numeracy skills at home.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in benchmark assessments throughout the school year. **Staff Responsible for Monitoring:** 2nd grade teachers, Math Instructional Specialist, Principal **Problem Statements:** Demographics 1	60%		

Strategy 4 Details	Formative Reviews		
Strategy 4: The Math Interventionist will work with small groups of students on a daily basis to improve students' understanding of math concepts and application of math skills.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in benchmark assessments and curriculum test scores throughout the school year. **Staff Responsible for Monitoring:** 2nd grade teachers, Math Interventionist, Math Instructional Specialist, Principal **Problem Statements:** Demographics 1	70%		

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 44% of bilingual 2nd grade students achieved Meets Grade Level or Above on Early Childhood Numeracy compared to 74% of monolingual students achieving Meets Grade Level or Above .   **Root Cause**: There was a lack of student exposure to numerical fluency drills, a lack of opportunities for students to practice numeracy skills, and a lack of teacher understanding of the importance of early childhood numeracy.

Goal 2: Goal Area #2 Student Achievement

Success Measure: 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 1: During the 2023-2024 school year, 2nd grade bilingual teachers will expose students to daily reading fluency drills and literacy stations to enhance students' understanding of reading concepts and application of literacy skills.

> **Quality Indicators:**
> 1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy
>
> **Evaluation Data Sources:** Students will show growth in benchmark assessments throughout the school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will practice reading fluency skills daily by utilizing timed fluency passages and following a uniform weekly subtest/skill schedule. Teachers will track students' progress on specific subtests/skills by recording students' progress monitoring data on their data dashboard.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in benchmark and progress monitoring assessments throughout the school year. **Staff Responsible for Monitoring:** 2nd grade teachers, Reading Instructional Specialist, Principal **Problem Statements:** Demographics 2	70%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan reading lessons weekly with the Reading Instructional Specialist that allow students time to practice fluency skills daily by working in literacy stations as outlined in the language arts curriculum.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in benchmark and progress monitoring assessments throughout the school year. **Staff Responsible for Monitoring:** 2nd grade teachers, Reading Instructional Specialist, Principal **Problem Statements:** Demographics 2	70%		

Strategy 3 Details	Formative Reviews		
Strategy 3: A Reading Family Engagement Night will be held on September 19, 2023 to provide families with activities to practice reading fluency and comprehension skills at home.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will show growth in benchmark and progress monitoring assessments throughout the school year. **Staff Responsible for Monitoring:** 2nd grade teachers, Reading Instructional Specialist, Principal **Problem Statements:** Demographics 2	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: The Reading Interventionists will work with small groups of students on a daily basis to improve students' phonemic awareness, reading fluency and application of reading comprehension skills.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will show growth in benchmark and progress monitoring assessments throughout the school year. **Staff Responsible for Monitoring:** 2nd grade teachers, Reading Interventionists, Reading Instructional Specialist, Principal **Problem Statements:** Demographics 2	75%		

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 74% of bilingual 2nd grade students Meets Grade Level or Above on SEL and the district average was 80%. **Root Cause**: There was a lack of student exposure to reading fluency drills, a lack of opportunities for students to practice fluency and reading comprehension skills, and a lack of teacher understanding of the importance of early childhood fluency and reading comprehension.

Goal 3: Goal Area #3 Student Achievement

Success Measure:100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 1: By the end of the 23-24 school year, 4th grade students will show growth in math skill application as measured by MAP benchmark testing when BOY and EOY test scores are compared.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 2.1 Continuous Improvement Approach to Performance Excellence

Evaluation Data Sources: BOY MAP Math scores, MOY MAP Math scores, EOY MAP Math scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will practice numeracy skills daily as a result of teachers implementing the "Do the Math" lessons designated in the 4th grade math curriculum. Teachers will track students' progress on skills by recording students' unit test scores on their data dashboard.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in benchmark assessments, unit tests throughout the school year. **Staff Responsible for Monitoring:** 4th grade math teachers, Math Instructional Specialist, Principal **Problem Statements:** Student Learning 1	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: 4th grade math teachers will track all students' yearly progress and provide intervention opportunities either with the classroom teacher or math interventionist.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in benchmark assessments, unit tests throughout the school year. **Staff Responsible for Monitoring:** 4th grade math teachers, Math Interventionists, Math Instructional Specialist, Principal **Problem Statements:** Student Learning 1	65%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will plan math lessons weekly with the Math Instructional Specialist that allow students time to practice numeracy skills daily by working in math stations as outlined in the math curriculum.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in benchmark assessments, unit tests throughout the school year. **Staff Responsible for Monitoring:** 4th grade math teachers, Math Instructional Specialist, Principal **Problem Statements:** Student Learning 1	65%		

Strategy 4 Details	Formative Reviews		
Strategy 4: The Math Interventionist will work with small groups of students on a daily basis to improve students' understanding of math concepts and application of math skills.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in benchmark assessments, unit tests throughout the school year. **Staff Responsible for Monitoring:** 4th grade math teachers, Math Interventionists, Math Instructional Specialist, Principal **Problem Statements:** Student Learning 1	65%		

Strategy 5 Details	Formative Reviews		
Strategy 5: A Math Family Engagement Night will be held on January 25, 2024 to provide families with activities to practice math/numeracy skills at home.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in benchmark assessments, unit tests throughout the school year. **Staff Responsible for Monitoring:** 4th grade math teachers, Math Instructional Specialist, Principal **Problem Statements:** Student Learning 1	55%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 58% of fourth grade students did not show growth in MAP Math scores from BOY to EOY testing. **Root Cause**: There was a lack of stability due to staff member losses/changes at the beginning of the school year, a lack of student opportunities to practice the skills independently, lack of English language acquisition, and a lack of a strong numeracy foundation due to math instruction in Kinder-2nd grade.

HEB Independent School District

South Euless Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

Every Child

Every Day

Excellence!

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Success Measure 1.1A: 100% of the students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 1: All 4th grade students will receive explicit instruction regarding how to write a central idea that can be supported by detail from the text weekly.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Interim assessments
Short cycle assessments
exit tickets.
STAAR Test
Walkthrough and Classroom Observation Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Both 4th Grade RLA teachers will utilize the boxes and bullets graphic structure weekly.	**Formative**		
Strategy's Expected Result/Impact: Students will be able to organize their writing around a central idea.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Classroom Teachers Instructional Specialists Campus Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	35%		
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: The average SCR core for 4th grade writing on the STAAR was 2.07.   **Root Cause**: Students need explicit instruction regarding how to write a central idea that can be supported by detail from the text.

Goal 1: Success Measure 1.1A: 100% of the students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 2: All 4th grade students will receive explicit instruction with problem solving skills when answering multi-step problems at least twice a week.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Interim assessments
Short cycle assessments
exit tickets.
STAAR Test
Walkthrough and Classroom Observation Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Both 4th Grade math teachers will incorporate independent practice during their math workshops on representing multi-step problems using strip diagrams and equations.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased practice will build competency. **Staff Responsible for Monitoring:** Classroom Teachers Instructional Specialists Campus Administration **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	30%		
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 34.18% of 4th grade students scored Meets in STAAR Math.   **Root Cause**: Students struggle with problem solving skills when answering multi-step problems.

Goal 1: Success Measure 1.1A: 100% of the students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 3: All 5th grade students with receive explicit instruction on key science vocabulary words at the beginning of each new unit of study.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: DBAs
CBAs
CFAs
exit tickets
STAAR Test
Walkthrough and Classroom Observation Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Both 5th Grade Science teachers will utilize interactive notebooking with each unit of study.	**Formative**		
Strategy's Expected Result/Impact: Students will be able to gain a rich language experience with the meanings of the words by using concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire grade-level vocabulary.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Classroom Teachers Campus Administrators Instructional Specialists **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	40%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: 34.67% of the 5th grade students scored Meets in STAAR Science.   **Root Cause**: Students struggle with comprehension of key science vocabulary words

HEB Independent School District

Spring Garden Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Goal 1: Student Achievement

Quality Indicator 1.1: Achieve Highest Academic Rating for the District

Success Measure 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Spring Garden Priority: 100% of 6th grade students will achieve Meets Grade Level on STAAR Math.

Performance Objective 1: 100% of 6th grade math students will work through a numberless word problem routine once a week focusing on vocabulary and identifying what the question is asking.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.3 Early Numeracy , 1.4 Meet Federal Accountability

Evaluation Data Sources: Lesson Plans, Work Samples, Observation Walkthroughs

Strategy 1 Details	Formative Reviews		

Strategy 1: 3rd through 6th grade math teachers will meet as a vertical team to plan for alignment of vocabulary and visuals used at Spring Garden.
    Strategy's Expected Result/Impact: Alignment of Visuals and Vocabulary in math instruction
    Staff Responsible for Monitoring: Math Teachers, Instructional Specialist, Administration
 	
    TEA Priorities:
    Build a foundation of reading and math
	Formative		

	Nov	Feb	June
	50%		

Strategy 2 Details	Formative Reviews		

Strategy 2: 3rd through 6th grade math interventionists will practice computations with a focus on mathematical fluency during small groups to develop their math confidence.
    Strategy's Expected Result/Impact: Math computation strength
    Staff Responsible for Monitoring: Math Teachers, Instructional Specialist, Math Interventionists
 	
    TEA Priorities:
    Build a foundation of reading and math
	Formative		

	Nov	Feb	June
	50%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Goal 2: Student Achievement

Quality Indicator 1.1: Achieve Highest Academic Rating for the District

Success Measure 1.1A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Spring Garden Priority: 100% of 6th grade students will achieve Meets Grade Level on STAAR Reading.

Performance Objective 1: 100% of sixth grade students will be able to restate a question to form a complete sentence and check for understanding with a reading selection.

> **HB3 Goal**
>
> **Quality Indicators:**
> 1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy, 1.4 Meet Federal Accountability
>
> **Evaluation Data Sources:** Lesson Plans, Work Samples, Observation Walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: 3rd through 6th grade reading teachers will meet as a vertical team to plan for alignment of vocabulary and visuals used at Spring Garden.	Formative		
Strategy's Expected Result/Impact: Alignment of Visuals and Vocabulary in reading instruction **Staff Responsible for Monitoring:** Reading Teachers, Instructional Specialist, Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Nov	Feb	June
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: 3rd through 6th grade reading interventionists will practice restating a question when working in small group.	Formative		
Strategy's Expected Result/Impact: Students will be able to restate a question **Staff Responsible for Monitoring:** Reading Teachers, Instructional Specialist, Reading Interventionists, Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Nov	Feb	June
	50%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 3: Goal 3: Student Achievement

Quality Indicator 1.2B: 100% of K-2 students will meet EOY targets as defined by early reading assessment instruments.

Success Measure 1.2B: 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English.

Spring Garden Priority: 100% of 1st grade students will meet end-of-year targets on early reading assessment instruments.

Performance Objective 1: 100% of first grade teachers will use targeted instruction through whole group, small group, 1:1, and with interventionists for sound-letter relationships each day using Heggerty and/or Take Flight fluency cards.

HB3 Goal

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy

Evaluation Data Sources: Lesson Plans, Assessment Data, Progress Monitoring, Observation Walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Kindergarten through 2nd Grade teachers will utilize PLC meetings for the purpose of planning and instructional support.	**Formative**		
Strategy's Expected Result/Impact: Clarity of instructional planning	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Kinder, 1st, 2nd Grade Teachers, Instructional Specialist, Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Interventionists and classroom teachers will utilize phonemic awareness activities during centers, small group, and with interventionists to build foundational language skills.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Strength in foundation of literacy skills **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Specialist, Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	80%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

HEB Independent School District

Stonegate Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

Stonegate Mission Statement:

We will create and promote a school environment that maintains high expectations in Service, Character, Scholarship, Unity and Leadership.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: District Goal #1: Student Achievement-- 100% of students will Meet or Exceed Expected Progress in Reading and Math as reported on the Texas Academic Performance Report (TAPR).

Performance Objective 1: During the 23 - 24 academic year, Grade 3 RLA teacher will closely follow and adapt to updates in the district's curriculum structured by genre to improve performance on paired passages (TEKS) on STAAR Interims and MAP assessments.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: STAAR Interims
MAP Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA teachers will attend district's Elementary Instructional Planning meetings to learn how to effectively implement the curriculum and meet with curriculum coordinators following the EIP scheduled sessions for their grade level each six weeks.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: RLA Teachers will understand how to effectively implement the district's curriculum, and students' performance on SCAs and STAAR Interim assessments will increase by 5 points or more. **Staff Responsible for Monitoring:** Classroom teacher, RLA Instructional Specialist, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 **Funding Sources:** instructional materials, staff - 211 - Title I, Part A	35%		

Strategy 2 Details	Formative Reviews

Strategy 2: RLA Teachers will actively participate in PLCS (Stallion Success) including design and data meetings, observation/feedback, and vertical team planning sessions with the campus leadership instructional team weekly.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: By determining who is on track for mastering learning objectives and meeting incremental growth gains, teachers will know how to provide an effective first teacher and intervention plan. **Staff Responsible for Monitoring:** Classroom teacher, RLA Instructional Specialist, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** instructional materials - 211 - Title I, Part A, instructional staff - 282 - ARP ESSER III	60%		

Strategy 3 Details	Formative Reviews

Strategy 3: RLA teachers will ensure students have an independent book collection and track SCA data with writing samples in personal learning systems weekly.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will meet or exceed expected growth on all district assessments and avoid performance droppers (students going backwards). This will result in meeting or exceeding growth goals by 4% or levels depending on accountability measures. **Staff Responsible for Monitoring:** Classroom teacher, RLA Instructional Specialist, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** instructional materials - 211 - Title I, Part A	50%		

Strategy 4 Details	Formative Reviews

Strategy 4: The family engagement committee will host "Spring Into Reading Night" in collaboration with the book fair on March 3rd to promote independent reading, provide RLA activities, strategies and information for families to support student learning at home.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Providing parents with the support and information needed to help students at home will impact learning and result in students meeting and/or exceeding expectations. **Staff Responsible for Monitoring:** Classroom teacher, RLA Instructional Specialist, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** materials and supplies - 211 - Title I, Part A	10%		

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Comparing structures of different genres and author's purpose in paired passages is an area of improvement in data collected from local and state assessments in 3rd grade RLA.   **Root Cause**: Paired passages were not included in Grade 3 district curriculum, so it was not explicitly taught resulting in poor performance on comparing structures of different genres and author's purpose.

Goal 1: District Goal #1: Student Achievement-- 100% of students will Meet or Exceed Expected Progress in Reading and Math as reported on the Texas Academic Performance Report (TAPR).

Performance Objective 2: During the 23 - 24 academic year, Grade 5 RLA teacher will follow the Reading/Writing Workshop format with a strong first teach mini-lesson, guided practice to apply with partners/small groups, and application of the learning objective in independent practice to improve growth from MOY to EOY MAP assessments.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: MAP Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA teachers will attend district's Elementary Instructional Planning meetings to learn how to effectively implement the curriculum and meet with curriculum coordinators following the EIP scheduled sessions for their grade level each six weeks.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: RLA Teachers will understand how to effectively implement the district's curriculum, and students will performance on SCAs and STAAR Interim assessments will increase by 5 points or more. **Staff Responsible for Monitoring:** Classroom teacher, RLA Instructional Specialist, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** materials and supplies - 282 - ARP ESSER III	35%		

Strategy 2 Details	Formative Reviews		
Strategy 2: RLA Teachers will actively participate in PLCS (Stallion Success) including design and data meetings, observation/feedback, and vertical team planning sessions with the campus leadership instructional team weekly.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: By determining who is on track for mastering learning objectives and meeting incremental growth gains, teachers will know how to provide an effective first teacher and intervention plan. **Staff Responsible for Monitoring:** Classroom teacher, RLA Instructional Specialist, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	60%		

Strategy 3 Details	Formative Reviews		
Strategy 3: RLA teachers will ensure students have an independent book collection and track SCA data with writing samples in personal learning systems each week.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will meet or exceed expected growth on all district assessments and avoid performance droppers (students going backwards). This will result in meeting or exceeding growth goals by 4% or levels depending on accountability measures. **Staff Responsible for Monitoring:** Classroom teacher, RLA Instructional Specialist, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	50%		

Strategy 4 Details	Formative Reviews		
Strategy 4: The family engagement committee will host "Spring Into Reading Night" in collaboration with the book fair on March 3rd to promote independent reading, provide RLA activities, strategies and information for families to support student learning at home.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Providing parents with the support and information needed to help students at home will impact learning and result in students meeting and/or exceeding expectations. **Staff Responsible for Monitoring:** Classroom teacher, RLA Instructional Specialist, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	10%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Students in Grade 5 RLA did not perform well on Extended Constructed Response (ECR) submissions from local and state assessments. **Root Cause**: Reading and writing instruction was not fully integrated in the Reading/Writing workshop format enough to prepare students in Grade 5 to provide an adequate response to the ECR.
Problem Statement 3: Students' results declined in Meets and Masters on state and district assessments in Reading Grades 3, 4 and 6. **Root Cause**: Students are not given an adequate amount of time in class to talk to their peers multiple times throughout the lesson and write about what they are reading.

Goal 1: District Goal #1: Student Achievement-- 100% of students will Meet or Exceed Expected Progress in Reading and Math as reported on the Texas Academic Performance Report (TAPR).

Performance Objective 3: During the 23 -24 academic year, RLA teacher Grades 3 - 6 will plan and implement Quick Checks, structured talks about content, with partners at least three times throughout the lesson.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Students use of academic language and schema will increase by talking and writing with their peers, and it will increase performance on local and district assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use high frequency question stem lists to plan at least three to five open-ended questions for students to participate in Quick Checks with partners.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will be more familiar with the academic vocabulary used in STAAR questions, and they will be able to respond accurately. **Staff Responsible for Monitoring:** Principal, RLA Instructional Specialist, RLA Teachers, AP **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	40%		

Strategy 2 Details	Formative Reviews		
Strategy 2: The leadership team will train RLA teachers during Stallion Success meetings in September 2023 on what structured talks are, how to effectively implement Quick Checks in partners, and how to collect data from their conversations.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students participation in structured talks (Quick Checks) every day will increase their knowledge of how to respond to rigorous questions and build their confidence when reading and responding to text. **Staff Responsible for Monitoring:** Principal, AP, RLA Instructional Specialist, RLA teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	45%		

Strategy 3 Details		Formative Reviews		
Strategy 3: Teachers will post at least three high frequency word question stems on their Know/Show board and check to ensure they have used the stems for at least three Quick Checks during a lesson.		**Formative**		
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will have more practice using the HF stems multiple times, so they will be able to monitor and adjust instruction according to students' responses. **Staff Responsible for Monitoring:** Principal, RLA Instructional Specialist, RLA Teachers, AP **Problem Statements:** Student Learning 3		20%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Students' results declined in Meets and Masters on state and district assessments in Reading Grades 3, 4 and 6.   **Root Cause**: Students are not given an adequate amount of time in class to talk to their peers multiple times throughout the lesson and write about what they are reading.

HEB Independent School District

Trinity Lakes at West Hurst

2023-2024 Goals/Performance Objectives/Strategies

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Goals

Goal 1: Student Achievement: 1.1 100% of all students will Meet or Exceed expected progress in Reading and Math as reported on the Texas Academic Performance Report.

Performance Objective 1: Throughout the 2023-2024 school year, 6th grade math students will receive explicit instruction and practice in solving multi-step word problems, so that at least 85% (51% 22-23) of the students demonstrate growth based on their individual growth projections as measured by the MAP EOY assessment.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District, 1.4 Meet Federal Accountability, 2.1 Continuous Improvement Approach to Performance Excellence, 3.1 Quality Employee Performance, 3.4 Meaningful and Relevant Professional Development Program, 4.1 Safe, Orderly, and Healthy Learning Environments, 4.2 Focus on the Whole Child

Evaluation Data Sources: STAAR Interim, STAAR, Exit Tickets, PLC Student Work Sweeps, Increase in the number of students meeting their projected EOY growth goal on their Math MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of math teachers will attend bi-weekly PLC meetings to ensure the alignment and understanding of grade level TEKS, resources and assessments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Completed high quality know/show chart, completed exemplar to backwards plan, support on the instructional practices **Staff Responsible for Monitoring:** Teachers Admin IS/LAC Team Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of math teachers will track individual student progress and pull small groups at least three times a week to target specific intervention throughout the 23-24 school year.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 6th grade math students will receive targeted instruction on correctly solving multi-step problems at least once a week. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Specialists ESSER Interventionist Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	45%	N/A	N/A

Strategy 3 Details	Formative Reviews		
Strategy 3: TLE will host a family Math Night in October 2023 to provide families with activities for practicing math skills at home. We will also feature the new math parent website for families.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Parents/families will leave the family engagement event with strategies for interacting with a variety of math concepts to support their child(ren) at home. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Specialists ESSER Interventionist Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of math teachers will participate in professional development during campus IPD and vertical teaming with the IS/LAC team to review best practices in solving multi-step word problems on December 8, 2023 and April 11, 2024.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will receive support on the instructional practices to monitor students' understanding of solving multi-step word problems. Teachers will dig deep into student data and plan targeted intervention to bridge gaps in student's conceptual understanding and practice of multi-step word problems. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Specialists ESSER Interventionist Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	N/A	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: At least four times during the 23-24 school year, the district Math K-5 and 6-12 Curriculum Coordinators will attend and participate in TLE Math PLCs.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student growth will demonstrate the campus' alignment to the curriculum and instructional strategies. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Specialists ESSER Interventionist Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	45%		

Strategy 6 Details	Formative Reviews		
Strategy 6: The instructional leadership team will attend the Lead4Ward Rockin' Review training on February 8, 2024 in Plano.	**Formative**		
Strategy's Expected Result/Impact: Alignment of best instructional practices and a deeper understanding of high leverage TEKS	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Admin IS LAC **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 36% of fifth grade math students scored Meets on 2023 Math STAAR.   **Root Cause**: Students lack the basic understanding to solve multi-step word problems, so they are unsure what operation to use to solve.
Problem Statement 2: 52% of fourth grade reading students scored Meets on 2023 Reading STAAR.   **Root Cause**: Students need more explicit instruction on the relationship of what the question is asking and aligning the appropriate text evidence.

Goal 1: Student Achievement: 1.1 100% of all students will Meet or Exceed expected progress in Reading and Math as reported on the Texas Academic Performance Report.
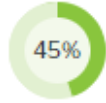
Performance Objective 2: Throughout the 2023-2024 school year, 5th grade reading students will receive explicit instruction on the relationship of what the question is asking and aligning the appropriate text evidence, so that at least 85% (49% 22-23) of the students demonstrate growth based on their individual growth projections as measured by the MAP EOY assessment.

STAAR 2023 -
4.7(C) [R] - 32% - The student is expected to use text evidence to support an appropriate response.

Quality Indicators:
1.2 Early Literacy, 1.4 Meet Federal Accountability, 3.1 Quality Employee Performance, 3.4 Meaningful and Relevant Professional Development Program, 4.1 Safe, Orderly, and Healthy Learning Environments, 4.2 Focus on the Whole Child

Evaluation Data Sources: STAAR Interim, STAAR, Exit Tickets, PLC Student Work Sweeps, Increase in the number of students meeting their projected EOY growth goal on their Reading MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of GR3-6 reading teachers will attend bi-weekly PLC meetings to ensure the alignment and understanding of grade level TEKS, resources and assessments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Completed high quality know/show chart, completed exemplar to backwards plan, support on the instructional practices **Staff Responsible for Monitoring:** Teachers Admin IS/LAC Team Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	45%		

Strategy 2 Details	Formative Reviews

	Formative
Strategy 2: 100% of reading teachers will track individual student progress and pull small groups at least three times a week to target specific intervention throughout the 23-24 school year.	Nov	Feb	June

Strategy 2: 100% of reading teachers will track individual student progress and pull small groups at least three times a week to target specific intervention throughout the 23-24 school year.			
Strategy's Expected Result/Impact: 5th grade reading students will receive targeted instruction on the relationship of what the question is asking and aligning the appropriate text evidence at least once a week. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Specialists ESSER Interventionist Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	45%		

Strategy 3 Details	Formative Reviews

	Formative
Strategy 3: TLE will host a family Reading Night in March 2024 to provide families with activities for practicing reading skills at home.	Nov	Feb	June

Strategy 3: TLE will host a family Reading Night in March 2024 to provide families with activities for practicing reading skills at home.			
Strategy's Expected Result/Impact: Parents/families will leave the family engagement event with strategies for interacting with a variety of texts to support their child(ren) at home. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Specialists ESSER Interventionist Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2			

Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of reading teachers will participate in professional development during campus IPD and vertical teaming with the IS/LAC team to review best practices on the relationship of what the question is asking and aligning the appropriate text evidence on November 10, 2023 and February 29, 2024.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will receive support on the instructional practices on the relationship of what the question is asking and aligning the appropriate text evidence at least once a week. Teachers will dig deep into student data and plan targeted intervention on the relationship of what the question is asking and aligning the appropriate text evidence at least once a week. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Specialists ESSER Interventionist Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	45%		

Strategy 5 Details	Formative Reviews		
Strategy 5: At least four times during the 23-24 school year, the district Reading K-5 and 6-12 Curriculum Coordinators will attend and participate in TLE Reading PLCs.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student growth will demonstrate the campus' alignment to the curriculum and instructional strategies. **Staff Responsible for Monitoring:** Classroom Teacher Instructional Specialists ESSER Interventionist Campus Interventionists Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	45%		

Strategy 6 Details	Formative Reviews		
Strategy 6: The instructional leadership team will attend the Lead4Ward Rockin' Review training on February 8, 2024 in Plano.	**Formative**		
Strategy's Expected Result/Impact: Alignment of best instructional practices and a deeper understanding of high leverage TEKS	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Admin IS LAC **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 36% of fifth grade math students scored Meets on 2023 Math STAAR.   **Root Cause**: Students lack the basic understanding to solve multi-step word problems, so they are unsure what operation to use to solve.
Problem Statement 2: 52% of fourth grade reading students scored Meets on 2023 Reading STAAR.   **Root Cause**: Students need more explicit instruction on the relationship of what the question is asking and aligning the appropriate text evidence.

Goal 2: Student Achievement: 1.2 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.
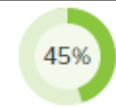
Performance Objective 1: Throughout the 2023-2024 school year, at least 85% of second grade students will show growth by increasing oral reading fluency through explicit phonics lessons targeting complex patterns and irregular words showing growth from BOY to EOY DIBELS.

First Grade EOY 2023 -

Reading Accuracy
(ORF-Accu) - 61%

Decoding (NWF-WRC) - 64%

Quality Indicators:
1.2 Early Literacy, 1.4 Meet Federal Accountability, 2.1 Continuous Improvement Approach to Performance Excellence, 3.1 Quality Employee Performance, 3.4 Meaningful and Relevant Professional Development Program, 4.1 Safe, Orderly, and Healthy Learning Environments, 4.2 Focus on the Whole Child

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of K-2 teachers will participate in professional development during campus IPD and vertical teaming with the IS/LAC team to review explicit phonics lessons targeting complex patterns and irregular words on October 13, 2023 and February 27, 2023.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will have the strategies to teach explicit phonics lessons targeting complex patterns and irregular words during intervention groups. **Staff Responsible for Monitoring:** Teachers Admin IS/LAC Team Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 3	45%		

Strategy 2 Details	Formative Reviews

Strategy 2: Second grade reading teachers will implement targeted Heggerty lessons daily.

	Formative		

Strategy's Expected Result/Impact: Students will internalize and apply the strategies taught during Heggerty lessons with an explicit focus on complex patterns and irregular words during intervention and guided reading.

	Nov	Feb	June

Staff Responsible for Monitoring: Teachers
Admin
IS/LAC Team
Classroom Teachers

45%

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
Problem Statements: Student Learning 3

Strategy 3 Details	Formative Reviews

Strategy 3: Second grade teachers will utilize BOOST with all students at least thirty minutes per week during stations and/or independent time.

	Formative		
	Nov	Feb	June

Strategy's Expected Result/Impact: Increase in student skill levels and targeted intervention groups.

Staff Responsible for Monitoring: Teachers
Admin
IS/LAC Team
Classroom Teachers

25%

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
Problem Statements: Student Learning 3

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 66% of first grade students met or exceeded end-of-year R3D targets for DIBELS and the district's goal is 90% or higher. **Root Cause**: Students did not receive targeted instruction in complex patterns and irregular words.

HEB Independent School District

Viridian Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Student Achievement

Description: The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, instructional best practices, and a district-wide aligned curriculum.

Quality Indicator 1.1: Achieve Highest Academic Rating for the District

Success Measure 1.1 A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 1: By the end of the 2023-2024 school year, 60% of 5th-grade students will master the Science Supporting Standard 5.9 (D) and other standards within the Organisms and Environment TEKS Sub Cluster as measured by quizzes, science CBA's, and interim assessments.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Quizzes, CBA's, Interim Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: 5th Grade Science Teachers will attend District Instructional Planning Meetings throughout the 23-24 school year.	**Formative**		
Strategy's Expected Result/Impact: 5th Grade Science Teachers will understand the curriculum, resources, and assessments available to students. They will be able to collaborate with other 5th grade science teachers regarding proven successful strategies. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1	**Nov**	**Feb**	**June**
	10%		
Strategy 2 Details	Formative Reviews		
Strategy 2: 5th Grade Science Teachers will attend the Ron Clark Academy Math/Science Series on November 17, 2023.	**Formative**		
Strategy's Expected Result/Impact: The three 5th Grade Science Teachers will be able to collaborate, network, learn new and innovative strategies, and plan together. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1	**Nov**	**Feb**	**June**
	5%		

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 5th Grade Science Meets and Masters STAAR Scores had double-digit declines to Meets: 60% and Masters: 33% **Root Cause**: Only 45.56% of fifth grade students mastered the Science Supporting Standard 5.9 (D) and the 2023 STAAR had seven questions within the Organisms and Environment TEKS Sub Cluster.

Goal 1: Student Achievement

Description: The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, instructional best practices, and a district-wide aligned curriculum.

Quality Indicator 1.1: Achieve Highest Academic Rating for the District

Success Measure 1.1 A: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).

Performance Objective 2: By the end of the 2023-2024 school year, 60% of 3rd-grade students will master the Math Readiness Standard 3.5(A) as measured by math exit tickets, common formative assessments, and interim assessments.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: Exit Tickets, CFA's, Interim Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: 3rd Grade math teachers will participate in bi-weekly LTEP Planning PLCs and District Instructional Planning Meetings throughout the 23-24 school year.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3rd Grade Math teachers will be able to refine their teaching strategies to better address student gaps and misconceptions. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 2	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: 3rd Grade math teachers will reteach high leverage TEKS when Exit Tickets and Released STAAR Practice Questions show mastery of less than 80%.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student progress will increase as a direct result of reteaching. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 2	N/A		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 3rd Grade Math Masters STAAR Scores had a double-digit decline to 42%   **Root Cause**: Only 32.5% of third grade students mastered the Math Readiness Standard 3.5(A) and the 2023 STAAR had two questions.

Goal 2: Student Achievement

Description: The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, instructional best practices, and a district-wide aligned curriculum.

Quality Indicator 1.2: Early Literacy

Success Measure 1.2 B: 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 1: By the end of the 2023-2024 school year, 1st grade students will reach a Level J on BAS.

    Quality Indicators:
    1.2 Early Literacy

    Evaluation Data Sources: Small group observations, Running records, EOY BAS

Strategy 1 Details	Formative Reviews		
Strategy 1: 1st Grade Teachers will attend District ELAR Instructional Planning Meetings throughout the 23-24 school year.	Formative		
Strategy's Expected Result/Impact: 1st Grade Teachers will understand the ELAR curriculum, resources, and assessments available to students. They will be able to collaborate with other 1st grade teachers regarding proven successful strategies. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 3	Nov	Feb	June
	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: 1st Grade Teachers will work with students in guided reading groups based on student progress (intensive (4-5 days per week), strategic (3-5 days per week), or benchmark & above (2-4 days per week). During guided reading groups, the teachers will utilize Fountas & Pinnell behavior checklists to take anecdotal notes, set goals and next steps, and adjust reading groups.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will show more consistent progress in reading fluency and comprehension. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 3	30%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: 1st Grade EOY BAS Scores were 67%.   **Root Cause**: 1st Grade MOY BAS Scores were only at 26%. Students were not consistently receiving guided reading instruction.

HEB Independent School District

Wilshire Elementary

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

HEB ISD Mission: The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Wilshire Mission: Wilshire will offer a safe, healthy, nurturing learning environment where all students will show academic growth.

Vision

Empowering Today to Excel Tomorrow

Wilshire Vision: Wilshire Will Excel!

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Student Achievement

Success Measure: 1.2B 100% of K-2 students will meet EOY targets as defined by early reading assessment instruments.

Performance Objective 1: All K-2 teachers will implement quality and purposeful word work lessons during whole group and small group instruction on a daily basis throughout the 23-24 school year.

Quality Indicators:
1.2 Early Literacy

Evaluation Data Sources: 23-24 DIBELS data from EOY 23-24 data to 22-23 DIBELS data

Strategy 1 Details	Formative Reviews		
Strategy 1: During guided reading stations teachers will implement word work activities that have a daily accountability piece to show student mastery as monitored during monthly vertical alignment meetings. **Strategy's Expected Result/Impact:** 23-24 DIBELS data from EOY 23-24 data to 22-23 DIBELS data **Staff Responsible for Monitoring:** Classroom teacher, ELAR instructional specialist, ESSR teacher, administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1	**Formative**		
	Nov	**Feb**	**June**
	45%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Parents will receive training and materials along with participating in activities during the fall (October 20th) and spring reading nights to practice decoding words at home with the provided resources. **Strategy's Expected Result/Impact:** Providing parents with the support and information needed to help students decode words at home will impact learning. **Staff Responsible for Monitoring:** Classroom teacher, ELAR instructional specialist, ESSR teacher, administration **Title I:** 2.4, 2.6, 4.1 **Problem Statements:** Student Learning 1	**Formative**		
	Nov	**Feb**	**June**
	75%		

Strategy 3 Details	Formative Reviews		
Strategy 3: All K-2 teachers, ESSER, and Interventionists will implement word work strategies during guided reading small groups as monitored during informal and formal observations by Administration and/or Instructional Specialist on a bi-weekly basis throughout the current school year.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students DIBELS data will increase from BOY 23-24 to EOY 23-24 data results. **Staff Responsible for Monitoring:** Adminstration, Instructional Specialist, K-2 Classroom Teachers, ESSER, and Interventionist **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1	45%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Decoding skills in K-2 are declining from BOY to EOY.   **Root Cause**: Decoding skills in K-2 are declining from BOY to EOY because there is not enough quality and purposeful word work lessons integrated thougout the day within whole group and small group instruction.

Goal 2: Student Achievement

Success Measure: 1.1 A 100% of students will achieve meets grade level on STAAR.

Performance Objective 1: Third grade students will show growth during the 23-24 school year by utilizing a grade 3-6 vertically aligned mathematical multi-step word problem process by analyzing the higher level questions and creating a visual representation and/or model when solving the problems.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: STAAR, Intermin Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of math teachers in grades 3-6 will participate in Planning PLCs, analysis meetings, vertical strategy discussions, and meet with math instructional specialist and administration on a bi-weekly basis.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3rd grade students were perform at 70% or higher on specific word problem standards. (3.4A, 3.5A, 3.4K, 3.5B) **Staff Responsible for Monitoring:** math instructional specialist, classroom teacher, adminsitration and math interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	60%		

Strategy 2 Details	Formative Reviews		
Strategy 2: During the 23-24 school year 100% of math teachers will implement vertically aligned math problem solving strategies utilizing visual representation, as monitored on a bi-weekly basis, on multi-step word problems provided during math PLC time.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3rd grade students were perform at 70% or higher on specific word problem standards. (3.4A, 3.5A, 3.4K, 3.5B) **Staff Responsible for Monitoring:** math instructional specialist, classroom teacher, adminsitration and math interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	60%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Parents will receive training and materials along with participating in activities during the March 7th, 2024, math night to practice multi-step word problems at home with the provided resources.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3rd grade students were perform at 70% or higher on specific word problem standards. (3.4A, 3.5A, 3.4K, 3.5B) **Staff Responsible for Monitoring:** math instructional specialist, classroom teacher, adminsitration and math interventionist **Title I:** 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** Student Learning 2	N/A		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students struggle with multistep word problems in grades 3-6 on math STAAR.   **Root Cause**: Students struggle with muti-step word problems in grades 3-6 on math STAAR due to the lack of using higher level thinking with visual representation and/or model that is consistent throughout grades 3-6 when solving.

Goal 2: Student Achievement

Success Measure: 1.1 A 100% of students will achieve meets grade level on STAAR.

Performance Objective 2: Students will show growth on fifth grade science questions that assess 3rd and 4th grade standards, by solving higher-level practice questions from the curriculum throughout whole group and small group instruction on a weekly basis.

    Quality Indicators:
1.1 Achieve Highest Academic Rating for District

    Evaluation Data Sources: DBA assessment, science interim, CBA assessments, STAAR, unit assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Fifth grade science teachers will vertically plan on a monthly basis with third and fourth grade science teachers to help students retain standards taught in those grade levels.	Formative		
	Nov	Feb	June

Strategy's Expected Result/Impact: 52% of fifth grade students will score Meets or higher on 22-23 Science STAAR.
    Staff Responsible for Monitoring: Language acquistion coach, instructional specialist, classroom teacher, adminsitration
 	
    Title I:
2.4, 2.6
    Problem Statements: Student Learning 4
	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Wilshire will host a spring science night on April 4th, 2024, that will provide activities, strategies, and information for families to support science student learning at home.	Formative		
	Nov	Feb	June

Strategy's Expected Result/Impact: 52% of fifth grade students will score Meets or higher on 22-23 Science STAAR.
    Staff Responsible for Monitoring: Language acquistion coach, math instructional specialist, classroom teacher, adminsitration
 	
    Title I:
2.4, 2.6, 4.1
    Problem Statements: Student Learning 4
	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Fifth grade science teacher will implement weekly higher leveled warm-up questions and participating in stations that will address 3rd and 4th grade science standards that align with current fifth grade standards, discussed during six week district instructional planning meetings.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 52% of fifth grade students will score Meets or higher on 22-23 Science STAAR. **Staff Responsible for Monitoring:** Language acquistion coach, math instructional specialist, classroom teacher, adminsitration **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 4	N/A		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: 5th grade students showed regression on science TEKS taught from 3rd and 4th grade DBA2 to fifth grade STAAR. **Root Cause**: 5th grade students showed regression on science TEKS taught from 3rd and 4th grade DBA2 to fifth grade STAAR is due to the lack of time, curriculum, and resources that meet the rigor of STAAR.

HEB Independent School District

Bedford Junior High

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Goal 5: Enduring Relationships

Success Measure 5.1B: 100% of BJH staff will feel comfortable expressing their thoughts and feedback to campus administrators and will feel a part of the decision making process.

Performance Objective 1: All teachers will be given consistent opportunities to provide feedback to specific administrators and departments.

> **Quality Indicators:**
> 5.1 Stakeholder Satisfaction
>
> **Evaluation Data Sources:** Campus survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of 6 weeks staff surveys.	**Formative**		
Strategy's Expected Result/Impact: 80% of staff will report on the campus survey that they feel comfortable expressing needs and feel supported. **Staff Responsible for Monitoring:** Admin. **Problem Statements:** Perceptions 1	**Nov**	**Feb**	**June**
	70%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on employee wellness, open and honest dialogue and communication, know the pulse of campus, culture/climate, personal check in's and knowing the staff.	**Formative**		
Strategy's Expected Result/Impact: 80% of staff will report on the campus survey that they feel comfortable expressing needs and feel supported. **Problem Statements:** Perceptions 1	**Nov**	**Feb**	**June**
	70%		

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 58% of staff feel comfortable expressing thoughts and feedback to campus administrators, and 58% of staff report that campus administrators support shared decision-making.   **Root Cause**: There are not consistent opportunities for staff to provide feedback to specific administrators and departments to be a part of the shared decision-making process.

Goal 2: Goal 1: Student Achievement

Success Measure 1.1A: 100% of current 7-9 grade EB students will show growth on the 2024 TELPAS assessment.

Performance Objective 1: All students in grade 7-9 will show growth on the 2024 TELPAS assessment.

    Evaluation Data Sources: CBA, Interim Assessments, TELPAS

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify students who did not grow on 2023 TELPAS and focus on explicit English instruction.	**Formative**		
Strategy's Expected Result/Impact: 100% of teachers will be trained on their students at the BOY	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Admin., Dept. Leads	60%		
Problem Statements: Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on academic language, oral language, Small group instruction, ESL strategies, best practices and responsive teaching when lesson planning.	**Formative**		
Strategy's Expected Result/Impact: Growth for All EB students on CBA's, Interim Assessments, and TELPAS	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Admin, Dept. Leads	50%		
Problem Statements: Student Learning 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Purchase headphones to provide opportunities for students to listen to the oral language of the text to support their comprehension while reading the text.	**Formative**		
	Nov	**Feb**	**June**
Problem Statements: Student Learning 1	30%		

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

Performance Objective 1 Problem Statements:

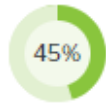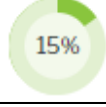| Student Learning |
|---|
| **Problem Statement 1**: 30% of EB students in grade 7-9 showed growth on the 2023 TELPAS assessment.   **Root Cause**: 52% of BJH staff feel equipped to work effectively with English language learners. |

Goal 3: Goal 1: Student Achievement

Success Measure 1.1 A - 100% of all students will Meet or Exceed expected progress in 8th Grade Math as reported on the Texas Academic Performance Report.

Performance Objective 1: 73% of 8th grade math students will achieve "Meets Grade Level" and 30% will achieve "Masters Grade Level".

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on small group instruction, ESL strategies, best practices and responsive teaching when lesson planning in math for EB students.	Formative		
	Nov	Feb	June
	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase opportunities to demonstrate an understanding of math vocabulary through oral and written communication including routine vocabulary checks in math class.	Formative		
	Nov	Feb	June
Problem Statements: Student Learning 2	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Purchase calculators for students to routinely practice and demonstrate math proficiency and understanding. Provide explicit instruction to EB learners to demonstrate proficiency in utilizing the calculator.	Formative		
	Nov	Feb	June
Problem Statements: Student Learning 2	15%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 33% of EB students did not meet the standard on the 8th grade Math STAAR.   **Root Cause**: There is a lack of focus on explicit planning and opportunities to use oral and written language in math.

HEB Independent School District

Buinger CTE Academy

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The Buinger CTE Academy will provide students opportunities to explore and develop personal and professional goals in order to achieve college & career readiness.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

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District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: 100% of Buinger CTE Academy teachers will be able to articulate the pathway for students in their program area to earn their CCR (CCMR)credit.

Performance Objective 1: By the end of the 2023-24 school year, 100% of Buinger CTE Academy teachers will be able to articulate the pathway for students in their program area to earn their CCMR credit.

    Quality Indicators:
    1.5 College, Career, and/or Military Ready Graduates

Strategy 1 Details	Formative Reviews		
Strategy 1: Introduce TEA CCMR Phase-In Timeline	**Formative**		
Strategy's Expected Result/Impact: Provide teachers a foundation to build their own program of study timeline knowledge	**Nov**	**Feb**	**June**

Staff Responsible for Monitoring: Principal, Associate Principal
 	
    TEA Priorities:
    Connect high school to career and college
    Problem Statements: School Processes & Programs 1
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Introduce Root Cause Analysis and the 5 Whys to staff	**Formative**		
Strategy's Expected Result/Impact: Teachers will be better prepared to assess student barriers to certification and curriculum structure.	**Nov**	**Feb**	**June**

Staff Responsible for Monitoring: Teachers, Principal, Associate Principal
 	
    TEA Priorities:
    Connect high school to career and college
	20%		

Strategy 3 Details	Formative Reviews

Strategy 3:	Formative		
Meet with teachers individually and if applicable by Program of Study to ascertain their comprehension of the new CCMR Phase-In	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: To insure teacher has a comprehensive knowledge within their program of study of what students need in order to receive their CCMR point. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** School Processes & Programs 1	30%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Students and families do not fully understand their CTE options at BCTEA and how to meet the CCMR criteria.   **Root Cause**: Teachers do not fully understand CCMR in order to help guide students to meet the criteria.

Goal 2: 100% of the new Buinger CTE Academy staff will be onboarded to campus and district processes.

Performance Objective 1: By the end of 2023-24 school year, 100% of the 12 new Buinger CTE Academy staff will be trained and provided with the resources necessary to effectively and safely perform job responsibilities.

Quality Indicators:
3.1 Quality Employee Performance

Strategy 1 Details	Formative Reviews		
Strategy 1: Introduce & review the online Buinger CTE Handbook	**Formative**		
Strategy's Expected Result/Impact: To familiarize new employees and review tenured employees of campus and district procedures	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Associate Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1	60%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide "just-in-time" training as needed	**Formative**		
Strategy's Expected Result/Impact: To allow new staff to have time to process and absorb new processes so they are not bombarded all at once.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Assistant principa, Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	60%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Pair new staff with veteran staff as a mentor	**Formative**		
Strategy's Expected Result/Impact: To have multiple people accessible for new staff to provide suppoirt and encouragment	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Associate Principal, staff **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Meet with new staff individually, and in-person no less than once every two weeks.	**Formative**		
Strategy's Expected Result/Impact: To monitor progress and make adjustments as needed	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Associate Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing	30%		

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Students and families do not fully understand their CTE options at BCTEA and how to meet the CCMR criteria. **Root Cause**: Teachers do not fully understand CCMR in order to help guide students to meet the criteria.

HEB Independent School District

Central Junior High

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

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Core Beliefs

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District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Success Measure 1.1 A - 100% of all students will Meet or Exceed expected progress in 8th Grade Social Studies as reported on the Texas Academic Performance Report.

Performance Objective 1: On the 8th Grade Social Studies STAAR assessment , 85% of students will Approach standard, 60% of students will Meet standard, and 36% will Master standard by April 2024.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: 8th Grade Social Studies STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Social Studies teachers will analyze data based on CBA/DBA district assessments and revisit plan each six weeks to makes sure intervention groups are appropriate. Spiral warm-ups Emphasis on Vocabulary Structured pair conversation Addressing the misconceptions in the moment Writing two CERs weekly Word Walls per unit Targeted interventions Practice new testing formats in class and on unit assessments Targeted Special Education Professional Development 8th Grade Social Studies Basic Class	**Formative**		
	Nov	**Feb**	**June**
	40%		
Strategy's Expected Result/Impact: 3% Performance Objective gain in each area including Special Education and EB performance objectives **Staff Responsible for Monitoring:** 8th Grade Social Studies Teachers, Assistant Principal, Principal, District Social Studies Leaders **Problem Statements:** Demographics 1 - Student Learning 4			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 71% of Special Education students did not meet or master grade level performance on 8th Grade Social Studies STAAR.   **Root Cause**: Teachers lack the pedagogy skills related to the new testing format in consistently providing ample practice opportunities for students to perform the new style of writing on the test that requires analysis, explanations, and reasons of those historical facts and events.

Student Learning
Problem Statement 4: 71% of Special Education students did not meet or master grade level performance on 8th Grade Social Studies STAAR.   **Root Cause**: Teachers lack the pedagogy skills related to the new testing format in consistently providing ample practice opportunities for students to perform the new style of writing on the test that requires analysis, explanations, and reasons of those historical facts and events.

Goal 1: Success Measure 1.1 A - 100% of all students will Meet or Exceed expected progress in 8th Grade Social Studies as reported on the Texas Academic Performance Report.

Performance Objective 2: 57% of Special Education students will Approach standard, 33% of students will Meet standard, and 13% will Master standard on the 8th Grade Social Studies STAAR assessment by April 2024.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: 8th Grade Social Studies STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Special Education Strategy training	**Formative**		
Power-up Literacy Program/Basic Reading ESL and Special Education teachers will PLC with General Education teachers	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: 3% Performance Objective gain in each area **Staff Responsible for Monitoring:** Principal, Social Studies Teachers, Special Education Teachers	30%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: Success Measure 1.1. A - 100% of all English Language Learners and Special Education Students will Meet or Exceed expected progress in ELA/ Math as reported on the Texas Academic Performance Report.

Performance Objective 1: To increase 3% on performance objectives for both English Language Learners and Special Education Students.

    Evaluation Data Sources: STAAR and EOC Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Special Education Strategy training	**Formative**		
Power-up Literacy Program/Basic Reading ESL and Special Education teachers will PLC with General Education teachers	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: 3% Performance Objective gain in each area **Staff Responsible for Monitoring:** Principal, ESL/LAC Teachers, Special Education Teachers	30%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase calculators and provide EBs and sped learners with explicit instruction to utilize the calculators during daily practice in math class.	**Formative**		
Strategy's Expected Result/Impact: Increase EB and sped performance on math STAAR.	**Nov**	**Feb**	**June**
Problem Statements: Student Learning 5	N/A		
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: 40% of EB students and 53% of Sped students did not meet or master grade level performance on 8th grade Math STAAR. 20% of EB students did not meet or master grade level performance on Algebra EOC.

HEB Independent School District

Euless Junior High

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

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District Goals

Goal 1: Student Achievement

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Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: 55% of all 7th grade students will achieve MEETS on the 7th grade Reading/ELA STAAR.

Performance Objective 1: 7th grade students will achieve MEETS on the 7th grade Reading/ELA STAAR.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: 7th Grade STAAR ELA Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will focus on Short Constructed Responses by explicitly teaching students to cite specific evidence they find in the targeted text.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3% gain in Performance Objectives **Staff Responsible for Monitoring:** 7th Grade ELA Team **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	85%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will focus on Extended Constructed Responses by explicitly teaching students to create a thesis statement that students defend throughout their writing with text evidence.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3% gain in Performance Objectives **Staff Responsible for Monitoring:** 7th Grade ELA team **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	85%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 53% of 7th grade students met on Reading/ELA STAAR.   **Root Cause**: Teachers did not explicitly teach students a process to create a short constructed response or extended constructed response that provided text evidence.

Student Learning
Problem Statement 2: 53% of 7th grade students met on Reading/ELA STAAR.   **Root Cause**: Teachers did not explicitly teach students a process to create a short constructed response or extended constructed response that provided text evidence.

School Processes & Programs
Problem Statement 2: 53% of 7th grade students met on Reading/ELA STAAR.   **Root Cause**: Teachers did not explicitly teach students a process to create a short constructed response or extended constructed response that provided text evidence.

Perceptions
Problem Statement 2: 53% of 7th grade students met on Reading/ELA STAAR.   **Root Cause**: Teachers did not explicitly teach students a process to create a short constructed response or extended constructed response that provided text evidence.

Goal 2: 55% of all 7th grade students will achieve MEETS on the 7th grade Math STAAR.

Performance Objective 1: 7th grade students will achieve MEETS on the 7th grade Math STAAR.

    Quality Indicators:
    1.1 Achieve Highest Academic Rating for District

    Evaluation Data Sources: 7th Grade Math STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement content and language supports during problem of the day.	**Formative**		
Strategy's Expected Result/Impact: EB and SPED student mastery increase because accommodations are used consistently and routinely in daily instruction.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Dean of Instruction	N/A		
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 50% of 7th grade students met on Math STAAR   **Root Cause**: Teachers did not implement content and language supports routinely and consistently in daily instruction

Student Learning
Problem Statement 1: 50% of 7th grade students met on Math STAAR   **Root Cause**: Teachers did not implement content and language supports routinely and consistently in daily instruction

School Processes & Programs
Problem Statement 1: 50% of 7th grade students met on Math STAAR   **Root Cause**: Teachers did not implement content and language supports routinely and consistently in daily instruction

Perceptions
Problem Statement 1: 50% of 7th grade students met on Math STAAR   **Root Cause**: Teachers did not implement content and language supports routinely and consistently in daily instruction

Goal 3: 65% of all 8th grade EJH students report on the annual student survey that they feel safe at school.

Performance Objective 1: 8th grade EJH students will report on the annual student survey that they feel safe at school.

    Quality Indicators:
4.1 Safe, Orderly, and Healthy Learning Environments

    Evaluation Data Sources: K-12 District Student Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a school map that has zones in which teachers are responsible for monitoring during passing periods.	Formative		
Strategy's Expected Result/Impact: Student misbehavior in hallways decreases. Students feel safer during passing period because of increased adult presence.	Nov	Feb	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction. **Problem Statements:** Demographics 3 - School Processes & Programs 3 - Perceptions 3	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Crisis Counselors conduct small group instruction of conflict resolution, healthy relationships, and positive self-talk during lunch periods.	Formative		
Strategy's Expected Result/Impact: Students feel more equipped to deal with strong emotions with calmness instead of aggression. **Staff Responsible for Monitoring:** Principal, Crisis Counselor, Intervention Support Specialist. **Problem Statements:** Perceptions 4	Nov	Feb	June
	50%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 59% of 8th grade EJH students reported they felt safe at school. **Root Cause**: There is minimal adult presence in the hallways during passing periods.

School Processes & Programs
Problem Statement 3: 59% of 8th grade EJH students reported they felt safe at school. **Root Cause**: There is minimal adult presence in the hallways during passing periods.

Perceptions
Problem Statement 3: 59% of 8th grade EJH students reported they felt safe at school. **Root Cause**: There is minimal adult presence in the hallways during passing periods.

Perceptions
Problem Statement 4: 59% of 8th grade EJH students reported they felt safe at school.   **Root Cause**: Students have not been taught to solve problems through conflict resolution rather than aggression.

HEB Independent School District

Harwood Junior High

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

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District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Goal #1

All basic students in 7th/8th/9th basic math will increase by 10% from 2023 data in the Approaches/Meets categories as measured by results from the 2024 STAAR test.

Performance Objective 1: Goal #1

All basic students in 7th/8th/9th basic math will increase by 10% from 2023 data in the Approaches/Meets categories as measured by results from the 2024 STAAR test.

> **Quality Indicators:**
> 1.1 Achieve Highest Academic Rating for District, 2.1 Continuous Improvement Approach to Performance Excellence, 2.2 Efficient Use of District Resources, 3.2 Increased Employee Retention
>
> **Evaluation Data Sources:** 2024 STAAR Math test in 7th/8th/9th grade for students in the BASIC math class during the 2023-2024 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: By utilizing a content 9th grade Algebra teacher who added the special education certification and an 8th grade math teacher who did the same, rather than have a special education teacher who added a math certification we will have higher quality instruction throughout the school year that will result in increased student outcomes on the Math STAAR test.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increased student performance.
     Staff Responsible for Monitoring: Math department, administration.
 	
     Problem Statements: Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Since we cannot require existing staff to add a special education certification, we started the conversations early with specific staff members and showed them the data and need for adding the certification. We continue to evaluate data based upon t he one grade level (9th) in which the math teacher added the special education certification to determine whether it has has a positive impact on student achievement.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student performance in the Basic 9th Algebra class. **Staff Responsible for Monitoring:** Math department, administration.	N/A		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Approaches in math decreased from 71/62/40 in 7th/8th/9th math to 60/40/0 for basic students from 2022 to 2023. Meets decreased from 29/8/0 in 7th/8th/9th math to 0/0/0 from 2022 to 2023 in basic math. Approaches in ELA decreased from 76/59/54 in 7th/8th/9th ELA to 60/50/43 from 2022 to 2023. Meets decreased from 45/33/18% to 22/18/12% from 2022 to 2023. **Root Cause**: 1. Special education certified teachers are being asked to add and teach three grade levels of content to students who are academically behind multiple grade levels. 2. Special education teachers are being asked to effectively collaborate with three grade levels with only one conference period and prepare students to be successful on the STAAR test.

Goal 2: Goal #2

All basic students in 7th/8th/9th basic ELA will increase by 10% from 2023 data in the Approaches/Meets categories as measure by results from the 2025 STAAR test. (the change in staffing won't be implemented until the 2024-2025 school year)

Performance Objective 1: Goal #2

All basic students in 7th/8th/9th basic ELA will increase by 10% from 2023 data in the Approaches/Meets categories as measure by results from the 2025 STAAR test. (the change in staffing won't be implemented until the 2024-2025 school year)

> **Quality Indicators:**
> 1.1 Achieve Highest Academic Rating for District, 2.1 Continuous Improvement Approach to Performance Excellence, 2.2 Efficient Use of District Resources, 3.2 Increased Employee Retention
>
> **Evaluation Data Sources:** 2025 STAAR ELA test in 7th/8th/9th grade for students in BASIC ELA class during the 2024-2025 school year.

Strategy 1 Details		Formative Reviews		
Strategy 1: Conversations and encouragement for current ELA staff members to add the special education certification to their teaching certificate to enable them to teach one basic ELA class at (1 for each grade level).		**Formative**		
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Having content teachers teaching special education basic classes rather than having special education teachers add content will allow for better alignment with curriculum and higher student achievement. **Staff Responsible for Monitoring:** Admin, lead ELA teacher, lead SPED teacher. **Problem Statements:** Student Learning 1		N/A		

Strategy 2 Details		Formative Reviews		
Strategy 2: Continue to work with the ELA team and our special education teachers to best align the teachers who are adding the special education certification for the 2024-2025 school year as well as identify the best way to use our special education basic ELA teacher next year during the classes they won't be teaching basic ELA.		**Formative**		
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Aligning both the teacher certification/expectations with the utilization of the special education teacher will increase student achievement. **Staff Responsible for Monitoring:** ELA team, administration.		N/A		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Approaches in math decreased from 71/62/40 in 7th/8th/9th math to 60/40/0 for basic students from 2022 to 2023. Meets decreased from 29/8/0 in 7th/8th/9th math to 0/0/0 from 2022 to 2023 in basic math. Approaches in ELA decreased from 76/59/54 in 7th/8th/9th ELA to 60/50/43 from 2022 to 2023. Meets decreased from 45/33/18% to 22/18/12% from 2022 to 2023.   **Root Cause**: 1. Special education certified teachers are being asked to add and teach three grade levels of content to students who are academically behind multiple grade levels. 2. Special education teachers are being asked to effectively collaborate with three grade levels with only one conference period and prepare students to be successful on the STAAR test.

Goal 3: Increase stakeholder engagement and satisfaction as evidenced by the parent and community survey by 5% overall from the 2022-2023 survey by adding key communication pieces to our weekly activities.

Performance Objective 1: Goal #3 Increase stakeholder engagement and satisfaction as evidenced by the parent and community survey by 5% overall from the 2022-2023 survey by adding key communication pieces to our weekly activities.

    Quality Indicators:
    5.1 Stakeholder Satisfaction, 5.2 Stakeholder Engagement

    Evaluation Data Sources: Parent and Community District Survey 2023-2024

Strategy 1 Details	Formative Reviews		
Strategy 1: Take stakeholder feedback and change the Blackhawk Bulletin to the Harwood Highlights. Shorten it and increase the number of student activities and pictures as well as an up to date calendar.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: More parents will open and read the brief Harwood Highlights each week to gain information on upcoming events. **Staff Responsible for Monitoring:** Administration	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Send out a Sunday email to all parents with a "week at a glance" that follows up with information in the Blackhawk Bulletin so parents are aware of exactly what is happening on each day.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased parent knowledge about student activities.	N/A		

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

HEB Independent School District

Hurst Junior High

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Independent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Hurst Junior High's vision is that every student will receive the best learning experience possible so that every student has the opportunity to reach his/her potential.

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: 100% of students will Meet or Exceed Expected Progress in English Language Arts Reading as reported on the Texas Academic Performance Report (TAPR).

Performance Objective 1: On the 9th Grade STAAR Reading test, HJH will achieve or exceed the Performance Objective Goal of 78% Meets grade level and 25% Masters grade level.

    Evaluation Data Sources: 9th Grade English 1 EOC Exam.

Strategy 1 Details	Formative Reviews		
Strategy 1: 8th and 9th grade English teachers will collaborate to identify academic gaps of this cohort of students and to collectively formulate strategies designed to promote growth.	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: 9th Grade students' results will meet or exceed our Performance Objective Goal on the 2024 9th Grade EOC English 1 test.
    Staff Responsible for Monitoring: 9th Grade English and Reading teachers, Administrators.
 	
    ESF Levers:
Lever 5: Effective Instruction
 - Targeted Support Strategy - Additional Targeted Support Strategy
    Problem Statements: Demographics 1
	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: E. S. L. teachers will implement System 44 and Read 180 with fidelity by focusing on reading logs, vocabulary, getting thoughts on paper and scaffolding; implementation of STAAR questions during daily warmups, and provide English teachers support with push-ins.	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Emergent Bilingual students will achieve or exceed our Performance Objective Goal on the 2024 9th Grade English 1 EOC test.
    Staff Responsible for Monitoring: Administrators, E. S. L. Teachers, E. S. L. Facilitator, English 1 Teachers
 	
    Problem Statements: Demographics 2
	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Hurst Junior High School is piloting a model that involves a Special Education Teacher and an English 1 Teacher "co-teaching" an English 1 class.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Special Education students will achieve or exceed our Performance Objective Goal on the 2024 9th Grade EOC English 1 test. **Staff Responsible for Monitoring:** English 1 Teacher, Special Education Teacher, Lead Special Education, Administrators, Counselors.	55%		

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 63% of our 8th Grade Reading testers and 51% of our Hispanic students reached the Meets performance level, and 32% of our 8th Grade Reading testers and 18% of our Hispanic students reached the Masters performance level on the 2023 8th Grade STAAR Reading test.   **Root Cause**: Teachers struggled implementing strategies to assist our Emergent Bilingual students, balancing time spent addressing student behaviors vs. instruction and too much time was spent on items not on the STAAR test.
Problem Statement 2: 35% of our Emergent Bilingual 8th Grade Reading testers and 20% of our Hispanic E. B. students reached the Meets performance level, and 5% of our Emergent Bilingual 7th Grade Reading testers and 3% of our Hispanic E. B. student reached the Masters performance level on the 2023 8th Grade STAAR Reading exam. **Root Cause**: E. S. L. teachers implemented only the basics of Read 180 and System 44 and didn't sufficiently scaffold lessons. Teachers spent an excessive amount of time addressing and correcting classroom behavior which impacted instructional time.

Goal 2: 100% of students will Meet or Exceed Expected Progress in Social Studies as reported on the Texas Academic Performance Report (TAPR).

Performance Objective 1: On the 8th Grade Social Studies STAAR test, HJH will achieve or exceed the Performance Objective Goal of 75% Approaches, 40% Meets grade level and 25% Masters grade level.

    Evaluation Data Sources: 8th Grade Social Studies STAAR Social Studies Exam.

Strategy 1 Details	Formative Reviews		
Strategy 1: 8th Grade Social Studies Team will focus on vocabulary to meet the needs of our diverse population (E. B., SPED, E. D.). Teachers will do more vocabulary assignments, utilize flash cards in class and have weekly vocabulary quizzes to address the gap in background knowledge and understanding of terminology associated with the subject.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 8th Grade Social Studies students' results will meet or exceed the 2023-2024 Performance Objective Goals. **Staff Responsible for Monitoring:** Administrators, Social Studies Lead Teacher, 8th Grade Social Studies Teachers.	50%		

Strategy 2 Details	Formative Reviews		
Strategy 2: 8th Grade Social Studies Team will identify students requiring interventions, and individualize the intervention strategies and concepts to meet the needs of their students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 8th Grade Social Studies students' results will meet or exceed the 2023-2024 Performance Objective Goals. **Staff Responsible for Monitoring:** Administrators, Lead Social Studies Teacher, 8th Grade Social Studies Teachers	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: 8th Grade Social Studies Team will collaborate with E. S. L. Teachers and Teacher Assistants and the Special Education Lead Teacher and SPED Teacher Assistants to determine strategies and best practices to meet the needs of these special populations.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 8th Grade Social Studies students' results will meet or exceed the 2023-2024 Performance Objective Goals. **Staff Responsible for Monitoring:** Administrators, Lead Social Studies Teacher, 8th Grade Social Studies Teachers	50%		

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

Goal 3: For the 2023-2024 school year, Hurst Junior High School will attain a 100% retention rate of current highly qualified teachers.

Performance Objective 1: Hurst Junior High School will provide resources and supports to ensure the success and retention of teachers hired for the 2023-2024 school year.

   Evaluation Data Sources: Teacher feedback throughout the year, and the retention rate in the Spring of 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will enhance the campus culture with input through Campus Advisory	**Formative**		
Council meetings, campus surveys, Lead Teacher Meetings, PLCs and participation in culture building activities during professional development.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Faculty and staff will feel as though they have a voice and play a role in establishing successful campus processes. **Staff Responsible for Monitoring:** Administrators	60%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be recognized for their work through "Red Raider Rockstars" each six-weeks, acknowledgment in weekly Friday	**Formative**		
Focus, weekly "Three Cheers", individualized feedback from administrators via hand written notes, meaningful walkthrough feedback. morale building activities sponsored by S. E. C. and rewards for accomplishing an incentive.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: The expected result is to build teacher morale through activities that are aligned to the H. J. H. culture. **Staff Responsible for Monitoring:** Administration	60%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will be provided supports from E. S. L. and Special Education with training during professional development, purposeful	**Formative**		
onboarding for new teachers, individual conferences with new teachers, push-in with E. S. L. and Special Education teachers/teacher assistants, and availability to have conferences regarding strategies to help individual students be successful.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: We want to ensure our faculty and staff have the tools and resources to successfully serve our diverse E. B. and SPED populations. **Staff Responsible for Monitoring:** Administration	50%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

HEB Independent School District

Keys High School

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Inedpendent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Quality Indicator 1.5A: 100% of 2023-24 KEYS High School graduates will earn their CCMR ready status as confirmed by OnData Suite and MS Word Expert Certifications earned.

Performance Objective 1: By the end of the 2023-24 school year, 100% of KEYS graduates will have completed their Microsoft Word Expert Certification, earning a CCMR point.

HB3 Goal

Quality Indicators:
1.5 College, Career, and/or Military Ready Graduates

Evaluation Data Sources: CTE certification data

Strategy 1 Details	Formative Reviews		
Strategy 1: Every applicant admitted to KEYS who does not have their CCMR credit, will take BIM 1 and BIM 2, practice tests and the Microsoft Word Expert Certification exam. These students will have to pass the certification test to graduate from KEYS.	**Formative**		
Strategy's Expected Result/Impact: Increase in the CCMR rate for the campus and district. Student will also have a marketable skill for the job place. **Staff Responsible for Monitoring:** Carolyn Fiallo (CTE teacher), John Adkins (Principal) **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1	**Nov**	**Feb**	**June**
	50%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 100% of graduating seniors from KEYS High School have not gained College, Career, Military Readiness (CCMR).   **Root Cause**: The root cause of KEYS' problem statement is Juniors and Seniors come to KEYS without their CCMR point and KEYS has limited CCMR certification options.

Goal 2: Quality Indicator 1.1: By the end of 2023-24 school year, KEYS High School Spring English 1 STAAR EOC testers will show growth in Approaches.

Performance Objective 1: By the end of the 2023-24 school year, 50% of English 1 STAAR EOC testers will achieve Approaches, 10% Meets and 1% Masters.

Quality Indicators:
1.1 Achieve Highest Academic Rating for District

Evaluation Data Sources: 2024 Spring English 1 STAAR EOC test scores.

Strategy 1 Details		Formative Reviews		
Strategy 1: All students testing in English 1 STAAR EOC will attend a mini-lesson for reviewing tested areas every day, target heavily tested items, model testing strategies, evaluate extended essays, Jamboard for revising, children's books to practice short responses, individual student conferences, and help students understand the grading process.		**Formative**		
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The expected result/impact is more students moving to Approaches, Meets and Masters. **Staff Responsible for Monitoring:** Vicki Glaze (ELA Lead Teacher and EOC Testing Teacher), John Adkins (Principal) **Problem Statements:** Student Learning 2		50%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 80% (five testers) of our ELA 1 testers did not achieve at least Approaches on the Spring 2023 English 1 STAAR EOC test.   **Root Cause**: The root cause of only 20% passing the English I EOC is missed instruction time and mental/medical issues.

HEB Independent School District

LD Bell High School

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

HEB ISD will maintain the quality of personnel and rigorous curriculum and instructional design necessary to meet the challenge of successfully educating our increasingly diverse population in an atmosphere that fosters strong character, encourages academic, physical, and creative achievement, and ensures student safety.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

2. Quality teachers and effective schools are essential to students' learning.

3. Parents and patrons are vital partners in the educational process.

4. A safe environment for every student and employee is a prerequisite to learning.

5. Decisions and actions, at all levels, focus on and support effective student learning.

District Goals

Goal 1: Student Achievement

Goal 2: Efficient and Effective Operations

Goal 3: Quality Teaching, Administrative, and Support Staff

Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: 100% of students will Meet or Exceed Expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report.

Performance Objective 1: Performance Objective: By the end of the 23-24 school year, 70% of first time testers on STAAR EOC English II will achieve Meets Grade Level or above on STAAR EOC English II.

    Evaluation Data Sources: STAAR EOC ENGLISH II

Strategy 1 Details	Formative Reviews		
Strategy 1: The L.D. Bell English EOC Teachers will PLC every other week in a directed effort to align English instruction and plan for EOC intervention and supports as a team.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Students will show growth in STAAR EOC English II performance compared to ENGLISH I STAAR EOC performance.
    Staff Responsible for Monitoring: Assistant Principal, English Lead Teacher, Grade Level PLC Leadership
 	
    Problem Statements: Demographics 1 - Student Learning 1
	50%		

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 68% of first time testers at L.D. Bell performed at the Meets Grade Level or Above on EOC English II.   **Root Cause**: Revising and Written Composition performance on EOC English II impacts students ability to meet performance levels on this assessment. While student growth compared to EOC I performance is solid among students, emerging bilingual student performance on EOC English II is significantly below expectations.
Student Learning
Problem Statement 1: 68% of first time testers at L.D. Bell performed at the Meets Grade Level or Above on EOC English II.   **Root Cause**: Revising and Written Composition performance on EOC English II impacts students ability to meet performance levels on this assessment. While student growth compared to EOC I performance is solid among students, emerging bilingual student performance on EOC English II is significantly below expectations.

Goal 2: 100% of graduates will be college, career, and/or military ready.

Performance Objective 1: By the end of the 2023 - 2024 school year, 77% of graduating Seniors will be college, career, and/or military ready.

Evaluation Data Sources: Dual Credit, Advanced Placement Assessments, International Baccalaureate Exam, ACT, SAT, TSIA2, Industry Based Certification, IEP Grad, Sped Advanced Grad Plan, and Armed Forces Enlistment

Strategy 1 Details	Formative Reviews		
Strategy 1: Junior and Senior students and guardians will be made aware of students CCMR status and learn the impact of college readiness in Math and English each school year by the beginning of the 2nd Trimester	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: L.D. Bell will be engaging 15% of graduating Seniors in a program of study that leads to college credit and college success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Counselor **Problem Statements:** Student Learning 2	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: English III, English IV, Algebra II, and AQR students will be engaged in TSIA2 preparation activities weekly and students who have not yet met College Readiness in Math and English will be assessed at the end of the class on TSIA2.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 10% increase in the campus percentage of College Readiness for ELA and Math through TSIA2. **Staff Responsible for Monitoring:** Principal, Counselor, and Assistant Principal **Problem Statements:** Student Learning 2	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Purchase calculators for STAAR EOC students to use daily in the classroom to prepare and practice in order to achieve success.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased % of students meeting expectations on math assessments. **Problem Statements:** Student Learning 2 **Funding Sources:** Calculators - 282 - ARP ESSER III - $8,000	N/A		

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: 56% of Seniors as of beginning of year 2023 - 2024 meet the criteria for CCMR. These students who do not meet the criteria are on-level students without career and technology certification and students who failed to meet performance levels on SAT, ACT, or TSIA2. **Root Cause**: The sequence of CATE courses doesn't provide enough access for on-level students to achieve certification and participation in a tier 2 class. On-level classroom instruction at the high school level doesn't currently provide a rich enough experience for a high percentage of these students to meet performance levels on SAT, ACT, or TSIA2.

Goal 3: By the end of the 23-24 school year, 20% or more of juniors and 15% or more of seniors will participate in the IB program.

Performance Objective 1: 15% of 2024 - 2024 Sophomores will request classes in International Baccalaureate for their Junior school year.

    Evaluation Data Sources: Course selection for 2023 - 2024

Strategy 1 Details		Formative Reviews		

Strategy 1: IB Coordinator and teachers will evaluate the recruitment process during the 1st trimester, begin identifying and recruiting students during the 2nd Trimester, and support students with enrollment in IB during the 3rd Trimester
 	
    Strategy's Expected Result/Impact: 5% increase in the number of Juniors enrolled in IB for 2022-2023 compared to 2021-2022,
    Staff Responsible for Monitoring: IB Coordinator, IB Teachers, Counselors
 	
    Problem Statements: School Processes & Programs 2
		Formative		

		Nov	**Feb**	**June**
		50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: While advanced placement (6% increase) and dual credit (8% increase) student participation have increase over prior year participation, International Baccalaureate (7% increase) over prior year participation our student participation is significantly lower than 2019 - 2020 IB numbers.   **Root Cause**: Advanced placement numbers have increased which has expanded the number of class offering compared to the International Baccalaureate elective offerings. Creating less conflicts and more opportunity for AP and Dual Credit students.

Goal 4: 100% of campuses will provide students opportunities to participate in clubs, organizations, or enrichment activities.

Performance Objective 1: 70% of students will be engaged in clubs, organizations, enrichment activities (including Fine Arts and Sports Teams).

    Evaluation Data Sources: Campus Survey in the Spring Trimester

Strategy 1 Details	Formative Reviews		
Strategy 1: Assess the engagement of students in school sponsored activities outside of the school day during the 2nd and 3rd Trimester.	**Formative**		
Strategy's Expected Result/Impact: Engage student clubs/organization and L.D. Bell staff in the percentage of students involved in campus clubs/organizations. **Staff Responsible for Monitoring:** Campus Leadership Team **Problem Statements:** School Processes & Programs 1 - Perceptions 1	**Nov** 25%	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: 10% increase in the number of active clubs and organizations engaging students	**Formative**		
Strategy's Expected Result/Impact: Provide additional opportunities for students to find a campus niche. **Staff Responsible for Monitoring:** Campus Leadership Team **Problem Statements:** School Processes & Programs 1 - Perceptions 1	**Nov** 75%	**Feb**	**June**

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 54% of L.D. Bell students are participating in clubs, organizations, fine arts, and sports. **Root Cause**: This is a ten percent increase from prior year (44%) . The campus has added clubs consistently and student council is building bridges among the club/organization leadership. A high percentage of our economically disadvantaged students are working more than 20 hours per week.

Perceptions
Problem Statement 1: 54% of L.D. Bell students are participating in clubs, organizations, fine arts, and sports. **Root Cause**: This is a ten percent increase from prior year (44%) . The campus has added clubs consistently and student council is building bridges among the club/organization leadership. A high percentage of our economically disadvantaged students are working more than 20 hours per week.

HEB Independent School District

Trinity High School

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

The mission of the Hurst-Euless-Bedford Inedpendent School District is to continue its proud tradition of excellence as a diverse, high-performing organization committed to ensuring each student is empowered today to excel tomorrow.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

1. Students are responsible for their own learning.

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District Goals

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Goal 3: Quality Teaching, Administrative, and Support Staff

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Goal 5: Enduring Relationships with Stakeholders

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Goals

Goal 1: Science will focus on common assessments/labs/activities in order to create cohesiveness across the content areas which will improve student learning, growth, and assessment scores.

Performance Objective 1: Students will perform science labs/activities 40% of the time. Labs/activities can include manipulatives, hands-on labs, computer simulations, etc that allow students to collect data to analyze and make conclusions.

Evaluation Data Sources: Common Lab Questions, Common Assessments that include questions directly related to the lab/activity, Number of labs per unit/per teacher

Strategy 1 Details		Formative Reviews		
Strategy 1: Common closings/summaries at the end of the lab in order to reinforce data, compare predictions, and draw conclusions from the activities/labs of the day.		**Formative**		
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will be able to relate the content to the activity and further understand the concepts and meanings of the science. It will put closure and reinforcement on the important pieces of information. **Staff Responsible for Monitoring:** Science Teachers Department Lead Cori Trevino Department AP Brian Lilly				
Strategy 2 Details		**Formative Reviews**		
Strategy 2: Content teams will determine which labs/activities need to be performed while creating common lab questions for students to complete. They can also utilize each other's setups to create less work in the end if labs are common across the content.		**Formative**		
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will be able to compare lab questions answered by the students to determine reteaching strategies or content that needs reinforced. **Staff Responsible for Monitoring:** Science Teachers Department Lead Cori Trevino Department AP Brian Lilly				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Science will focus on common assessments/labs/activities in order to create cohesiveness across the content areas which will improve student learning, growth, and assessment scores.

Performance Objective 2: 70% of Biology students who are needing to retake the STAAR exam will pass (approaches, meets, mastered).

    Evaluation Data Sources: EOC classroom benchmarks, Vocabulary assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher will create EOC benchmarks based off the new question types.	**Formative**		
Strategy's Expected Result/Impact: Students will be able to see which questions they missed and then they can determine if it was a content issue or if it was the type of question. This will allow for the teacher to reinforce the concept or give test-taking strategies to answer that question. **Staff Responsible for Monitoring:** Science Teachers Department Lead Cori Trevino Department AP Brian Lilly	**Nov**	**Feb**	**June**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Vocabulary acquisition before each unit/concept including picture vocabulary for all students especially EB.	**Formative**		
Strategy's Expected Result/Impact: Learning vocabulary is essential for student success. Once the student has mastered the vocabulary, they can use prior knowledge and new information to narrow down the answer choices to the best answer whether on EOC or classroom benchmarks. **Staff Responsible for Monitoring:** Science Teachers Department Lead Cori Trevino Department AP Brian Lilly	**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: ELAR: 100% of sophomores with meet or exceed growth measure on English I/II EOC.

Performance Objective 1: 82% of on-level sophomores will earn Meet or Exceed on the English II EOC

    Evaluation Data Sources: Interim Assessment in English 2B, Common Assessments

Strategy 1 Details	Formative Reviews		

Strategy 1: Strategy 1: Lesson cycle is evident including DLO and warm-up activities while utilizing quick writes and TRTW.
 	
Students will utilize data tracking to analyze and monitor performance and skill levels.
 	
Teacher will
Increase student exposure to literature and literary analysis
Reinforce the TEA strategy (Thesis, Explanation, Author's Purpose) for writing the short Constructed Responses and Extended Constructive Responses.
Provide scaffolded examples and graphic organizers.
Utilize online resources such as dictionaries, spelling, grammar tools, and testing platforms
Utilize EOC Interventionist for both small group writing workshops and testing strategies review for re-testers
Include new item types in 11th and 12th curriculum (for example: two SCRs and one ECR per six weeks)
 	
    Strategy's Expected Result/Impact: Students can identify their areas of strength and weakness.
    Promotes familiarity with a variety of texts
    Increase in SCR and ECR scores
    Increase familiarity and comfort using online testing platforms
    Staff Responsible for Monitoring: ELAR Teachers
    Amy Rodriguez
    Julie Darter
	Formative		

	Nov	**Feb**	**June**
	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development to entire staff to educate and bring awareness to staff on poverty related issues. The training will be a simulation where participants will experience different levels of poverty. The economically disadvantaged number of students at Trinity HS has increased almost 10% after the Covid 19 Pandemic.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase of empathy and situation awareness of different levels of poverty. **Staff Responsible for Monitoring:** Administration and Staff **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 **Funding Sources:** Contracted PD - 282 - ARP ESSER III - $6,000	N/A		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Increase number of students that are successful on English I, Algebra I, and Biology EOC Retest.   **Root Cause**: English Retesters 24% Approaches Algebra Retesters 39% Approaches Biology Retesters 67% Approaches

Goal 2: ELAR: 100% of sophomores with meet or exceed growth measure on English I/II EOC.

Performance Objective 2: 20% of English I/II Retesters will earn Meet or Exceed on the English I/II EOC

    Evaluation Data Sources: Common Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Strategy 1: Lesson cycle is evident including DLO and warm-up activities while utilizing quick writes and TRTW.	**Formative**		
Students will utilize data tracking to analyze and monitor performance and skill levels.	**Nov**	**Feb**	**June**

Teacher will
Increase student exposure to literature and literary analysis
Reinforce the TEA strategy (Thesis, Explanation, Author's Purpose) for writing the short Constructed Responses and Extended Constructive Responses.
Provide scaffolded examples and graphic organizers.
Utilize online resources such as dictionaries, spelling, grammar tools, and testing platforms
Utilize EOC Interventionist for both small group writing workshops and testing strategies review for re-testers
Include new item types in 11th and 12th curriculum (for example: two SCRs and one ECR per six weeks)
 	
    Strategy's Expected Result/Impact: Students can identify their areas of strength and weakness.
    Promotes familiarity with a variety of texts
    Increase in SCR and ECR scores
    Increase familiarity and comfort using online testing platforms
    Staff Responsible for Monitoring: ELAR teachers
    Amy Rodriguez
    Julie Darter
	40%		

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

Goal 3: World Language Department will show progress in all languages by utilizing the ACTFL Proficiency Guidelines.

Performance Objective 1: The World Language Department will show progress by practicing the 5 C of Foreign Language Learning (Communication, Culture, Connection, Comparison and Community).

Strategy 1 Details	Formative Reviews		
Strategy 1: Will utilize formative assessment rubrics from ACTFL to guide the development of the language acquisition.	**Formative**		
	Nov	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 3: World Language Department will show progress in all languages by utilizing the ACTFL Proficiency Guidelines.

Performance Objective 2: The End of the Unit IPA's as a Summative assessment to reflect the growth in language acquisition.

Strategy 1 Details			Formative Reviews		
Strategy 1: Will utilize the End of the Unit IPA's as a Summative assessment to reflect the growth in language acquisition.			**Formative**		
			Nov	**Feb**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 4: IB teachers and students will meet or exceed IB Approaches to Teaching and Learning growth targets.

Performance Objective 1: 100% of IB teachers will incorporate the six pedagogical principles outlined in the IB Approaches to Teaching when designing lesson plans.

Evaluation Data Sources: Teacher self-assessment tool

Strategy 1 Details		Formative Reviews		
Strategy 1: Teachers will use the self-assessment tool once a trimester to evaluate their use of Approaches to Teaching strategies		**Formative**		
Strategy's Expected Result/Impact: 90% of IB exams will be passed with a score of 4 or above. IB results will meet or exceed the global average for each IB content area. Percent of IB students earning the IB diploma will meet or exceed the global average. **Staff Responsible for Monitoring:** IB Coordinator		**Nov**	**Feb**	**June**
		70%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: IB teachers and students will meet or exceed IB Approaches to Teaching and Learning growth targets.

Performance Objective 2: 100% of IB students will demonstrate awareness of the five IB Approaches to Learning skills and be able to articulate their strengths and weaknesses in those areas.

Evaluation Data Sources: Student data tracking and teacher formative assessment.

Strategy 1 Details			Formative Reviews		
Strategy 1: IB students will track their progress using the IB Student Planner.			**Formative**		
Strategy's Expected Result/Impact: 90% of IB exams will be passed with a score of 4 or above. IB results will meet or exceed the global average for each IB content area. Percent of IB students earning the IB diploma will meet or exceed the global average. **Staff Responsible for Monitoring:** IB Coordinator			**Nov**	**Feb**	**June**
			75%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 5: All SPED students will show academic growth as measure by the English II EOC.

Performance Objective 1: 100% of Inclusion English SPED students will show growth on Unit Tests and CBAs.

  Evaluation Data Sources: Unit Test Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Lesson Cycle is evident including DLO and closure activities while utilizing quick writes and TRTW.	Formative		
	Nov	**Feb**	**June**
	40%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Student will utilize data folders to analyze and monitor performance and skill level.	Formative		
	Nov	**Feb**	**June**
	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Data will be used by students to set personal ELA goals. Students will have increased exposure to non-fiction to build background knowledge necessary for literary analysis.	Formative		
	Nov	**Feb**	**June**
	40%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Implementation of the TEA strategy (Thesis, Explanation, Author's Purpose) for writing the new Short Constructed Responses and Extended Constructive Responses.	Formative		
	Nov	**Feb**	**June**
	40%		

Strategy 5 Details	Formative Reviews
Strategy 5: Inclusion teachers will...	**Formative**

	Nov	Feb	June
	40%		

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

Goal 5: All SPED students will show academic growth as measure by the English II EOC.

Performance Objective 2: 100% of US History Inclusion students will show improvement on their Unit Tests.

    Evaluation Data Sources: Unit Test Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Lesson cycle is evident including DLO and closure activities.	**Formative**		
	Nov	**Feb**	**June**
	75%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide scaffolded examples and graphic organizers.	**Formative**		
	Nov	**Feb**	**June**
	75%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Inclusion teachers will...	**Formative**		
	Nov	**Feb**	**June**
	75%		

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

Goal 6: Math Students will achieve CCMR certification by meeting the required scores on TSI, ACT, SAT, AP (stats or calculus), and IP Math exams by the end of the 2023-2024 school year.

Performance Objective 1: 100% of students meet CCMR requirements for math.

    Evaluation Data Sources: TSI, ACT, SAT, IB, AP, Dual Credit

Strategy 1 Details	Formative Reviews		
Strategy 1: Integrate Exam Content into Curriculum: Align classroom instruction with the content and format of the TSI, ACT, SAT, IB, AP, and Dual Credit exams. Ensure that students are consistently exposed to relevant material throughout the school year.	**Formative**		
	Nov	**Feb**	**June**

College Readiness Course
 	
Spiral standardized test questions into bell ringers/exit tickets/quizzes
 	
Teach students effective test-taking strategies, and time management skills. Provide practice tests and simulate exam conditions to build confidence.
 	
Conduct mock exams and/or review sessions.
 	
Simulate exam conditions to build confidence (AP/IB)
 	
o TSI Math (350)
o ACT (19)
o SAT (530)
o AP (3)
o IB (4)
o Dual Credit (3 credit hrs.)
 	
    Strategy's Expected Result/Impact: Students can grow in areas of weakness on math portions of assessment
    Students are more comfortable and familiar with assessments (how questions are asked, length, time management, etc)
    Staff Responsible for Monitoring: Math Teachers
    Regan Roberts
    Alton Jackson			

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

Goal 7: Social Studies: 100% of social studies students will meet or exceed passing standards on state and/or national assessments.

Performance Objective 1: 90% of US students will score at the "meets" level on the 2024 US History EOC

    Evaluation Data Sources: short cycle/unit assessments, district common assessments, STAAR EOC

Strategy 1 Details	Formative Reviews		
Strategy 1: Teams will develop short-cycle assessment questions that reflect the new EOC question types, including inline choice, hot spot/ hot text, drag and drop, multipart, match table, multiselect.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will gain increased familiarity and capacity with the new question types, increasing student scores on these questions. **Staff Responsible for Monitoring:** Social studies teachers, Department lead Julia Wilson, department AP Tanya McIntosh			

Strategy 2 Details	Formative Reviews		
Strategy 2: Social studies students will participate in structured writing activities every day, including talk/read/talk/write, S3 strategies, and 7 Steps strategies	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will develop capacity in organizing information into structured written responses and increase writing stamina in order to provide adequate written responses in the content area. **Staff Responsible for Monitoring:** Social studies teachers, department lead Julia Wilson, department AP Tanya McIntosh			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use constructed writing or other relevant rubrics to regularly assess student writing.	**Formative**		
Strategy's Expected Result/Impact: Student capacity will increase due to increased familiarity with the rubric expectations.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Social studies teachers, department lead Julia Wilson, department AP Tanya McIntosh			

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

Goal 7: Social Studies: 100% of social studies students will meet or exceed passing standards on state and/or national assessments.

Performance Objective 2: 100% of social studies students will meet 2024 CCMR requirements for writing.

    Evaluation Data Sources: TSIA, AP/IB exams, SAT/ACT

Strategy 1 Details	Formative Reviews		
Strategy 1: Social studies students will participate in structured writing activities every day, including talk/read/talk/write, S3 strategies, and 7 Steps strategies	**Formative**		
Strategy's Expected Result/Impact: Students will develop capacity in organizing information into structured written responses and increase writing stamina in order to provide adequate written responses in the content area. **Staff Responsible for Monitoring:** Social studies teachers, department lead Julia Wilson, department AP Tanya McIntosh	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use constructed writing or other relevant rubrics to regularly assess student writing.	**Formative**		
Strategy's Expected Result/Impact: Student capacity will increase due to increased familiarity with the rubric expectations. **Staff Responsible for Monitoring:** Social studies teachers, department lead Julia Wilson, department AP Tanya McIntosh	**Nov**	**Feb**	**June**

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

Goal 7: Social Studies: 100% of social studies students will meet or exceed passing standards on state and/or national assessments.

Performance Objective 3: Social studies AP student populations will exceed the state and global average in percent of students scoring a 3 or more on 2024 social studies AP assessments (World History, European History, US History, Government, Economics, Psychology)

    Evaluation Data Sources: Unit assessments, AP Classroom, AP scores (College Board)

Strategy 1 Details	Formative Reviews		

Strategy 1: Develop classroom process/anchor for source analysis: OPCVL (origin, purpose, content, value, limitations) for IB writing and/or HIPP (Historical situation, Intended Audience, Purpose, Point of View) for DBQ writing
 	
    Strategy's Expected Result/Impact: Students will successfully break down sources to determine key information and context in order to create accurate, contextual and reasoned written responses to IB and AP exam questions.
    Staff Responsible for Monitoring: AP and IB teachers, department lead Julia Wilson, AP
	Formative		

	Nov	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 8: CTE will focus on developing 21st-century skills through focused instruction to prepare students for future success in the workforce.

Performance Objective 1: 90% of qualifying BIM students taking an IBC will score at least a 700 on the MOS exam.

    Evaluation Data Sources: GMetrix Unit Exams and Practice Exams

Strategy 1 Details			Formative Reviews		
Strategy 1: BIM teachers will track and analyze results from unit practice exams to improve instruction and IBC outcomes.			**Formative**		
Strategy's Expected Result/Impact: 12th grade students will pass at least one IBC that meets the requirements of the sunsetting policy. 10th and 11th grade students will be prepared to progress to BIM 2. **Staff Responsible for Monitoring:** BIM 1 teachers Amanda Collins Damon Emery			**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Goal 8: CTE will focus on developing 21st-century skills through focused instruction to prepare students for future success in the workforce.

Performance Objective 2: 80% of CTE students will demonstrate proficiency in life and career skills as demonstrated on project assessments.

    Evaluation Data Sources: Teacher generated assessments and progress trackers

Strategy 1 Details			Formative Reviews		
Strategy 1: CTE teachers will use project-based strategies to assess student progress in relation to 21st-century life and career skills.			**Formative**		
Strategy's Expected Result/Impact: Students will demonstrate the creative, critical thinking, and collaboration skills needed to function successfully in real-world environments.			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: CTE teachers Damon Emery					
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 9: Fine Arts will show growth of the programs and awards received.

Performance Objective 1: Fine Arts Classes will increase enrollment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Different Fine Arts groups will encourage other students to join, grow their classes, and advertise their offerings.	**Formative**		
	Nov	**Feb**	**June**
	75%		

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

Goal 9: Fine Arts will show growth of the programs and awards received.

Performance Objective 2: Competitive Fine Arts groups will increase their awards recieved.

Strategy 1 Details	Formative Reviews		
Strategy 1: Fine Arts groups that compete will continue receiving awards as well as compete in more events and win more awards.	**Formative**		
	Nov	**Feb**	**June**
	70%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			