

HEB Independent School District
Arbor Creek Elementary
2022-2023 Goals/Performance Objectives/Strategies

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Goals


Goal 1: Goal Area #1: 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: By the end of the 22 - 23 school year, 32% of 2nd grade students will meet EOY BAS proficiency level at or above grade level.

HB3 Goal

Evaluation Data Sources: Benchmark Assessment System

Strategy 1 Details	Formative Reviews		
Strategy 1: ELAR Teachers and ELAR Instructional Specialist will collaborate to plan and provide at least one Reading Family Engagement Night for 2nd grade students to help families identify ways to build and increase reading comprehension for 2nd grade students. Strategy's Expected Result/Impact: 3% increase on 2nd grade BAS scores Staff Responsible for Monitoring: ELAR Teachers, ELAR Instructional Specialist, LACs, Administration Title I: 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The three teachers that are new to Texas will participate in Reading Academy beginning in January and implement strategies with fidelity throughout the year. Strategy's Expected Result/Impact: 3% increase on 2nd grade BAS scores. Staff Responsible for Monitoring: 2nd grade teachers new to Texas; Instructional Specialist, Reading Academy Coaches and Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 2	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will plan with the Instructional Specialist bi-weekly to ensure the alignment of grade level TEKS, resources and assessments. Strategy's Expected Result/Impact: 3% increase on 2nd grade BAS scores. Staff Responsible for Monitoring: ELAR Instructional Specialist, Classroom Teachers, ESSER Interventionist, LAC, Administration Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 2, 6	Formative		
	Nov	Feb	June
			

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 18% of our 2nd grade African American and Emerging Bilingual students tested at or above grade level on EOY TRC testing and the incremental goal is 22% Root Cause: Phonemic Awareness and Text Comprehension
Student Learning
Problem Statement 2: 29% of 2nd Grade students tested at or above grade level on EOY TRC testing Root Cause: Text Comprehension and the ability to communicate the information. Problem Statement 6: 18% of our 2nd grade EB students tested at or above grade level on EOY TRC testing. Root Cause: Phonemic Awareness and Comprehension


Goal 1: Goal Area #1: Student Achievement




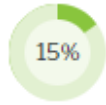




Success Measure: 100% of Kindergarten, 1st and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Performance Objective 2: By the end of the 22 - 23 school year, 42% of Kindergarten students will meet EOY BAS proficiency level at or above grade level.

HB3 Goal

Evaluation Data Sources: Benchmark Assessment System

Strategy 1 Details	Formative Reviews		
Strategy 1: ELAR Teachers and ELAR Instructional Specialist will collaborate to plan and provide at least one Reading Family Engagement Night for Kindergarten students to help families identify ways to build and increase reading comprehension for kindergarten students. Strategy's Expected Result/Impact: 3% increase on Kindergarten BAS scores Staff Responsible for Monitoring: ELAR Teachers, ELAR Instructional Specialist, LACs, Administration Title I: 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: One teacher that is new to teaching will participate in Reading Academy beginning in January and implement strategies with fidelity throughout the year. Strategy's Expected Result/Impact: 3% increase on Kindergarten BAS scores. Staff Responsible for Monitoring: 1st year Kindergarten Teacher, Instructional Specialist, Reading Academy Coaches and Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Pre-kindergarten teachers will offer Literacy Day to all families of Pre-K students to provide opportunities for families to learn how to support their phonemic awareness at home. Strategy's Expected Result/Impact: Increased number of students that demonstrate a baseline mastery of reading skills for Kindergarten. Staff Responsible for Monitoring: Pre-kindergarten teachers, IS's, LACs, Admin. Title I: 2.4, 4.2 Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Kindergarten Teachers will break down essential TEKS multiple times during the six weeks to ensure alignment of the grade level TEKS, lessons and assessments. Strategy's Expected Result/Impact: 3% increase on Kindergarten BAS scores. Staff Responsible for Monitoring: ELAR Instructional Specialist, Classroom Teachers, ESSER Interventionist, LAC, Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
			
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 25% of our Economically Disadvantaged Kindergarten Students tested at or above grade level on EOY TRC testing and the incremental goal is 39% Root Cause: Phonemic Awareness and Text Comprehension
Student Learning
Problem Statement 1: 39% of Kindergarten students tested at or above grade level on EOY TRC Root Cause: Phonemic Awareness and Decoding Skills




Goal 1: Goal Area #1: 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 3: By the end of the 22 - 23 school year, 32% of 1st grade EB students will meet EOY BAS proficiency level at or above grade level.

HB3 Goal

Evaluation Data Sources: Benchmark Assessment System

Strategy 1 Details	Formative Reviews		
Strategy 1: ELAR Teachers and ELAR Instructional Specialist will collaborate to plan and provide at least one Reading Family Engagement Night for 1st grade students to help families identify ways to build and increase reading comprehension for 1st grade students. Strategy's Expected Result/Impact: 3% increase on 1st grade EB BAS scores Staff Responsible for Monitoring: ELAR Teachers, ELAR Instructional Specialist, LACs, Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan with the Language Acquisition Coach throughout the year to ensure the alignment of the ELPS to instruction for our Emerging Bilingual students. Strategy's Expected Result/Impact: 3% increase on 1st grade EB BAS scores Staff Responsible for Monitoring: LACs, Teachers, Administrations Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: 1st Grade Teachers will break down essential TEKS multiple times during the six weeks to ensure alignment of the grade level TEKS, lessons and assessments with a focus on strategies and the ELPS for our Emerging Bilingual students. Strategy's Expected Result/Impact: 3% increase on 1st grade EB BAS scores Staff Responsible for Monitoring: ELAR Instructional Specialist, Classroom Teachers, ESSER Interventionist, LAC, Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5	Formative		
	Nov	Feb	June
	 35%		
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 5: 29% of our 1st grade EB students tested at or above grade level on EOY TRC testing. Root Cause: Phonemic Awareness and Comprehension





Goal 2: Goal Area #1: 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 22 - 23 school year, 48% of 4th grade Math students will achieve Meets Grade Level on the STAAR Math test.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Math Exam

Strategy 1 Details	Formative Reviews		
Strategy 1: Math Teachers and Math Instructional Specialist will collaborate to plan and provide at least one Math Family Engagement Night to teach families how to support 4th grade students with best practices when solving multi-step problems and determining which operation should be used. Strategy's Expected Result/Impact: 3% increase in 4th grade math scores on the 2023 STAAR Math Assessment. Staff Responsible for Monitoring: Math IS, Math Teachers, Administration Title I: 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 3	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will hire multiple Interventionists to close learning gaps with students. Strategy's Expected Result/Impact: 3% increase on 4th grade Math results Staff Responsible for Monitoring: Administration and Instructional Specialists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 3	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will plan with the Instructional Specialist bi-weekly to ensure the alignment of grade level TEKS, resources and assessments. Strategy's Expected Result/Impact: 3% increase of 4th grade Math results. Staff Responsible for Monitoring: Math IS, LAC, Classroom Teachers, Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 3	Formative		
	Nov	Feb	June
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 26% of our current cohort group of 4th grade students that are African American and/or Economically Disadvantaged achieved Meets as 3rd graders on the 2022 STAAR Math Assessment. Root Cause: Multi-step problem solving and determining which operation to use when solving problems
Student Learning
Problem Statement 3: 37% of the cohort group of current 4th grade students achieved Meets as 3rd graders on the 2022 STAAR Math Assessment. Root Cause: Multi-step problem solving and determining which operation to use when solving problems









Goal 2: Goal Area #1: Student Achievement

Success Measure: 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 22 -23 school year, 50% of 6th grade Reading students will achieve Meets Grade Level on the STAAR Reading test.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Reading Exam

Strategy 1 Details	Formative Reviews		
Strategy 1: ELAR Teachers and ELAR Instructional Specialist will collaborate to plan and provide at least one Reading Family Engagement Night for 6th grade students with a focus on reading comprehension and inferencing. Strategy's Expected Result/Impact: 3% increase on 6th Grade Reading Meets results. Staff Responsible for Monitoring: ELAR Teachers, ELAR Instructional Specialist, LACs, Administration Title I: 2.4, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 4 - Student Learning 4 - Perceptions 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will hire multiple Interventionists to close learning gaps with students. Strategy's Expected Result/Impact: 3% increase on 6th Grade Reading Meets results. Staff Responsible for Monitoring: Administration and Instructional Specialists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: 18% of our Hispanic students achieved Meets on the 2022 6th grade STAAR Reading Assessment. Root Cause: Author's Purpose and Craft

Student Learning
Problem Statement 4: 37% of 6th grade students achieved Meets on the 2022 STAAR Reading Assessment. Root Cause: Author's Purpose and Craft
Perceptions
Problem Statement 1: 37% of 6th grade students achieved Meets on the 2022 STAAR Reading Assessment. Root Cause: Author's Purpose and Craft

Goal 3: Goal #4: Safe, Healthy and Nurturing Schools

Success Measure: 100% of students report on the annual survey they feel safe at school.

Success Measure: 100% of parents report on the annual survey they feel their children are safe at school.

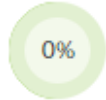
Success Measure: 100% of employees report on the annual survey they feel safe in the workplace.

Performance Objective 1: 94% of families reported that they felt that their students are safe in school.





91% of staff reported that they feel safe in their workplace.

75% of students reported that they feel safe in this school.

Evaluation Data Sources: Annual Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of students will participate in safety drills. Strategy's Expected Result/Impact: Students will have a better understanding of what to do in case of an emergency on campus. Staff Responsible for Monitoring: All Staff TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: A minimum of one Safety Training opportunity will be provided for parents and families. Strategy's Expected Result/Impact: Parents and families will develop a better understanding of what their child will do during a safety drill or emergency situation. Staff Responsible for Monitoring: Assistant Principal and Principal,, District Safety Coordinator Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 2	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of staff will participate in safety training and provide feedback. Strategy's Expected Result/Impact: All staff will be aware of their role in an emergency situation. Staff Responsible for Monitoring: All Staff Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 3	Formative		
	Nov	Feb	June

 No Progress
 Accomplished
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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: 94% of families reported that they felt that their students are safe in school. Root Cause: Parents expressed concern about entry and exit into the building. They also expressed wanting to learn more about safety drills and practices on campus.
Problem Statement 3: 91% of staff reported that they feel safe in their workplace. Root Cause: We were not able to fully practice some safety drills due to Covid concerns. Also, as we were having more students on campus, we needed to re-evaluate some systems that had been previously used.

HEB Independent School District
Bedford Heights Elementary
2022-2023 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: District Goal Area #1: Student Achievement-- 100% of students will achieve Meets Grade Level or Above on State of Texas Assessment of Academic Readiness.

Performance Objective 1: By the end of the 2022-2023 school year, 81% of 4th grade students will achieve Meets grade level on Math STAAR.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: All 4th grade Math teachers will track individual student progress and individualize instruction/remediation to ensure growth goals are met by the end of the 2022-2023 school year. Strategy's Expected Result/Impact: 91% of 4th grade Math students will meet the math progress measure. Staff Responsible for Monitoring: Teachers, Administration, TIC Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All 4th grade math teachers will explicitly plan for instruction during PLC's throughout the year focusing on high leverage TEKS and provide immediate formative feedback to ensure student understanding. Strategy's Expected Result/Impact: Students demonstrate understanding by meeting expectations on short cycle assessments, DBA's, and STAAR Math. Staff Responsible for Monitoring: Teachers, Administration, TIC Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 4th grade students will have a hard time meeting the progress measure based off of 2022 STAAR math performance. Root Cause: 3rd grade teachers tracked individual students goals, explicitly planning for high leverage TEKS, and individualized math instruction resulting in high achievement on 3rd grade Math STAAR.

Goal 1: District Goal Area #1: Student Achievement-- 100% of students will achieve Meets Grade Level or Above on State of Texas Assessment of Academic Readiness.

Performance Objective 2: By the end of the 2022-2023 school year, 80% of 5th grade students will achieve Meets grade level on Math STAAR.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: All 5th grade Math teachers will track individual student progress and individualize instruction/remediation to ensure growth goals are met by the end of the 2022-2023 school year. Strategy's Expected Result/Impact: __% of 5th-6th grade Math students will meet the math progress measure. Staff Responsible for Monitoring: Teachers, Administration, TIC Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All 5th grade math teachers will explicitly plan for instruction during PLC's throughout the year focusing on high leverage TEKS and provide immediate formative feedback to ensure student understanding. Strategy's Expected Result/Impact: Students demonstrate understanding by meeting expectations on short cycle assessments, DBA's, and STAAR Math. Staff Responsible for Monitoring: Teachers, Administration, TIC Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 5th and 6th grade teachers will provide HB4545 tutoring before and after school hours throughout the year. Strategy's Expected Result/Impact: Students will close gaps and demonstrate success on 2023 STAAR. Staff Responsible for Monitoring: Teachers	Formative		
	Nov	Feb	June
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 66% of 4th grade students scored Meets on 2022 Math STAAR and are expected to demonstrate growth 2023 5th Grade Math STAAR. Root Cause: Teachers did not consistently implement rigorous small group instruction targeting specific gaps in students in 4th grade and the 5th grade math teacher is new to 5th grade math. 77% of 5th grade students scored Meets on 2022 Math STAAR.

Goal 1: District Goal Area #1: Student Achievement-- 100% of students will achieve Meets Grade Level or Above on State of Texas Assessment of Academic Readiness.

Performance Objective 3: By the end of the 2022-2023 school year, 74% of 4th grade students will achieve Meets grade level on Reading STAAR.

Evaluation Data Sources: STAAR Reading





Strategy 1 Details	Formative Reviews		
Strategy 1: All 4th grade Reading teachers will track individual student progress and individualize instruction/remediation to ensure growth goals are met by the end of the 2022-2023 school year. Strategy's Expected Result/Impact: Students demonstrate understanding by meeting expectations on short cycle assessments, DBA's, and STAAR Math. Staff Responsible for Monitoring: Teachers, Administration, TIC Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All 4th grade reading teachers will explicitly plan for instruction during PLC's throughout the year focusing on high leverage TEKS and provide immediate formative feedback to ensure student understanding. Strategy's Expected Result/Impact: Students demonstrate understanding by meeting expectations on short cycle assessments, DBA's, and STAAR Math. Staff Responsible for Monitoring: Teachers, Administration, TIC Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: 70% of 4th grade students scored Meets on 2022 Reading STAAR. Root Cause: 4th grade math and reading teachers did not consistently implement rigorous small group instruction targeting specific gaps in students in 4th grade. 77% of 5th grade students scored Meets on 2022 Reading STAAR.

Goal 2: District Goal Area #1: Student Achievement-- 100% of Kindergarten, first and second grade students will meet the EOY targets as defined by the early reading assessment instruments in English and Spanish.

Performance Objective 1: 83% of 1st grade students will meet or exceed EOY expectations for BAS Testing.

Strategy 1 Details	Formative Reviews		
Strategy 1: All 1st grade reading teachers will intentionally plan and execute the ELA curriculum components to target learning gaps throughout the year. Strategy's Expected Result/Impact: Progress Monitoring data will show growth towards the EOY goal of 83%. Staff Responsible for Monitoring: 1st grade teachers Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All 1st grade teachers will model and practice comprehension questions that are aligned to the BAS assessment throughout the year. Strategy's Expected Result/Impact: Students will be familiar with questioning as presented on the BAS assessment. Staff Responsible for Monitoring: Teachers Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: All 1st grade teachers will meet daily with targeted students during intervention time to ensure gaps are being addressed throughout the year. Strategy's Expected Result/Impact: Students are receiving individualized instruction daily and making progress towards the EOY BAS goal of 83%. Staff Responsible for Monitoring: Teachers Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 1st grade students will have a hard time meeting the performance objective of 83% for the 2023 EOY BAS testing. Root Cause: 80% of 1st grade students met EOY TRC goal in 2022, where as 66% of Kindergarten students met EOY TRC goal for 2022.

HEB Independent School District
Bell Manor Elementary School
2022-2023 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 5

Goal 1: Student Achievement: 1.1 100% of all students will Meet or Exceed expected progress in Reading as reported on the Texas Academic Performance Report. 5

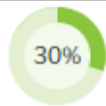


Goal 2: Student Achievement: 1.2 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English 7 or Spanish. 7






Goals

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

Performance Objective 1: By the end of the 22-23 school year, 55% of 5th grade students (2022 4th grade cohort) will achieve Meets grade level on STAAR Reading.

Evaluation Data Sources: DBA and STAAR










Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 4th grade reading teachers will participate in Planning PLCs, Writing Data Meetings, and Observation/Feedback with the ELAR Instructional Specialists and Admin Team throughout the 22-23 school year. Strategy's Expected Result/Impact: Students will increase by 4% in Meets on the Reading STAAR Test. Staff Responsible for Monitoring: Classroom teachers, ELAR Instructional Specialist, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of 4th grade reading teachers will implement daily small group reading instruction throughout the 22-23 school year. Strategy's Expected Result/Impact: Students will increase by 4% in Meets on the Reading STAAR Test. Staff Responsible for Monitoring: Classroom teachers, ELAR Instructional Specialist, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Host a family Reading Night in March 2023 to provide families with activities for practicing reading skills at home. Strategy's Expected Result/Impact: Students will increase by 4% in Meets on the Reading STAAR Test. Staff Responsible for Monitoring: Classroom teachers, ELAR Instructional Specialist, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of 4th grade reading teachers will implement an aligned Daily Learning Objective and Aggressive Monitoring through writing conferences throughout the 22-23 school year. Strategy's Expected Result/Impact: Students will increase by 4% in Meets on the Reading STAAR Test. Staff Responsible for Monitoring: Classroom teachers, ELAR Instructional Specialist, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
	 5%		
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Goal 1: Student Achievement: 1.1 100% of all students will Meet or Exceed expected progress in Reading as reported on the Texas Academic Performance Report.

Performance Objective 2: By the end of the 22-23 school year, 44% of 4th grade students will achieve Meets grade level on STAAR Math.


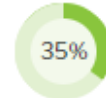




Evaluation Data Sources: DBA, STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 4th grade math teachers will participate in Planning PLCs and BWDMs with the Math Instructional Specialists and Admin Team throughout the 22-23 school year. Strategy's Expected Result/Impact: Students will increase by 4% in Meets on the Math STAAR Test. Staff Responsible for Monitoring: Classroom teachers, Math IS, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of 4th grade math teachers will implement daily small group math instruction throughout the 22-23 school year. Strategy's Expected Result/Impact: Students will increase by 4% in Meets on the Math STAAR Test. Staff Responsible for Monitoring: Classroom teachers, Math IS, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Host a family Math Night in October 2022 to provide families with activities for practicing math skills at home. Strategy's Expected Result/Impact: Students will increase by 4% in Meets on the Math STAAR Test. Staff Responsible for Monitoring: Classroom teachers, Math IS, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: By the end of the 22-23 school year, 71% of 2nd-grade students will achieve the end-of-year standard on Reading 3D DIBELS.

Evaluation Data Sources: Intervention Schedules, Progress Monitoring Data, Reading 3D

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 2nd grade ELA teachers will participate in Planning PLCs with the ELAR Instructional Specialists and Admin Team throughout the 22-23 school year. Strategy's Expected Result/Impact: Students will increase by 4% on the G2 DIBELS portion of Reading 3D by the end of the 22-23 school year as measured by the Reading 3D assessment. Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of 2nd-grade ELAR teachers will implement explicit and systematic phonemic awareness lessons aligned with HEB ISD curriculum throughout the 2022-2023 school year Strategy's Expected Result/Impact: Students will increase by 4% on the G2 DIBELS portion of Reading 3D by the end of the 22-23 school year as measured by the Reading 3D assessment. Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

HEB Independent School District

Bellaire Elementary

2022-2023 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 5

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 5

Goal 2: Student Achievement: 1.1. A 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR). 7

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: By the end of the year, 33% of kindergarten students will achieve BAS/Lectura proficiency level at or above grade level on their BAS/Lectura.

Evaluation Data Sources: Bas/Lectura

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of kindergarten reading teachers will implement Heggerty System throughout the year as designated in the kindergarten reading curriculum. Strategy's Expected Result/Impact: 3% increase in BAS/Lectura scores Staff Responsible for Monitoring: 3% increase in BAS/Lectura scores TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In addition to their weekly meetings, Reading Instructional Specialist will meet monthly to plan reading strategies and lessons. Strategy's Expected Result/Impact: 3% increase in BAS/Lectura Staff Responsible for Monitoring: Teachers, Reading Instructional Specialist, Administration TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of the 1st grade teachers will utilize exemplars from LTEP PLCs know and show to execute during reading lesson. Strategy's Expected Result/Impact: 3% increase in BAS/Lectura Staff Responsible for Monitoring: Teachers, Reading Instructional Specialist, Administration	Formative		
	Nov	Feb	June





TEA Priorities: Build a foundation of reading and math			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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 2: By the end of the year, 50% of 1st grade students will achieve TRC proficiency level at or above grade level on their Reading 3D assessment.

Evaluation Data Sources: BAS/Lectura





Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of first grade reading teachers will implement Heggerty System throughout the year as designated in the first grade reading curriculum. Strategy's Expected Result/Impact: 3% increase in BAS/Lectura scores Staff Responsible for Monitoring: Teachers, Reading Instructional Specialist, Administration TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: In addition to their weekly meetings, Reading Instructional Specialist will meet monthly to plan reading strategies and lessons. Strategy's Expected Result/Impact: 3% increase in BAS/Lectura Staff Responsible for Monitoring: Teachers, Reading Instructional Specialist, Administration TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of the 1st grade teachers will utilize exemplars from LTEP PLCs know and show to execute during reading lesson. Strategy's Expected Result/Impact: 3% increase in BAS/Lectura Staff Responsible for Monitoring: Teachers, Reading Instructional Specialist, Administration TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 the end of the year, 55% of fifth grade students will achieve Meet or above on the fifth grade STAAR Reading

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 5th grade reading teachers will implement daily small group reading instruction throughout the 2022-23 school year. Strategy's Expected Result/Impact: 3% increase from fourth grade STAAR Reading to fifth grade STAAR Reading Staff Responsible for Monitoring: Fifth grade reading teachers, Reading Instructional Specialist, Principal 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: Demographics 3 - Student Learning 6	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Reading Goal Team will plan and provide at least one Family Engagement Reading night per grade level in the Spring of 2022. Strategy's Expected Result/Impact: 3% increase in Grade 5 STAAR Reading scores Staff Responsible for Monitoring: Fifth grade reading teachers, Reading Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of the reading teachers will utilize exemplars from LTEP PLCs know and show to execute during reading lesson. Strategy's Expected Result/Impact: 3% increase in fifth grade reading scores Staff Responsible for Monitoring: Fifth grade reading teachers, Reading Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 3: 19% of 4th Grade Hispanic Students did not meet Masters Performance Objective Goal for Reading and the district incremental goal is 20%. Root Cause: Lack of student opportunities to practice the skills independently, lack of English language acquisition, lack of strong foundation of English in K-2
Student Learning
Problem Statement 6: 0% 5th Grade Special Ed students did not meet Performance objective for Meets and Masters on Reading STAAR and the district incremental goal is 11% Meets and 18% Masters. Root Cause: Lack of student opportunities to practice the skills independently, lack of English language acquisition

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: By the end of the year, 55% of fifth grade students will achieve Meet or above on the fifth grade STAAR Math.

Evaluation Data Sources: STAAR Math





Strategy 1 Details	Formative Reviews		
Strategy 1: In addition to their weekly meetings, Math Instructional Specialist and teachers will meet weekly to plan math strategies and lessons. Strategy's Expected Result/Impact: 3% increase in grade 5 STAAR Math Scores Staff Responsible for Monitoring: Fifth grade science teachers, Math Instructional Specialist, Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of the math teachers will utilize exemplars from LTEP PLCs know and show to execute during math lesson. Strategy's Expected Result/Impact: 3% increase in Math Staff Responsible for Monitoring: Fifth grade math teachers, Math Instructional Specialist, Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Math Goal Team will plan and provide at least one Family Engagement Math night per grade level in the Fall 2022. Strategy's Expected Result/Impact: 3% Increase in STAAR Math Staff Responsible for Monitoring: Math Goal team teachers, Math Instructional Specialist, Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: By the end of the year, 38% of fifth grade students will achieve Meet or above on the fifth grade STAAR Science.

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Formative Reviews		
Strategy 1: In addition to their weekly meetings, Math/Science Instructional Specialist and Content Lead Teacher will meet monthly to plan science strategies and lessons. Strategy's Expected Result/Impact: 3% increase in STAAR Science Staff Responsible for Monitoring: Teachers, Math/Science Instructional Specialist, Teacher, Administration TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of the science teachers will implement hands-on science activities at least once per unit. Strategy's Expected Result/Impact: 3% increase in STAAR Science Staff Responsible for Monitoring: Teachers, Math/Science Instructional Specialist, Teacher, Administration TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of science teachers will systematically teach vocabulary using Total Physical Response, pictures, sentence stems, Talk-Read-Talk-Write, Frayer Model, graphic organizers/anchor charts, interactive word walls. Strategy's Expected Result/Impact: 3% increase in STAAR Science Staff Responsible for Monitoring: Teachers, Math/Science Instructional Specialist, Teacher, Administration	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

HEB Independent School District
Donna Park Elementary
2022-2023 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 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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Goal 2: Strategic Goal 1: Students in third grade will meet or exceed performance objective goals as measured in Donna Park's performance objectives. 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. District Improvement Performance Objective 4: 100% of campuses and the district will achieve incremental gains as designated and reported through the Performance Objectives.	8
Goal 3: Strategic Goal 3: Students in fifth grade will meet or exceed performance objective goals as measured in Donna Park's performance objectives. 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. District Improvement Performance Objective 4: 100% of campuses and the district will achieve incremental gains as designated and reported through the Performance Objectives.	11

Goals

Goal 1: Strategic Goal 2: 87% of students will Meet or Exceed Expected Progress in Reading ELA and 82% of students will Meet or Exceed Expected Progress in Math as reported on the Texas Academic Performance Report (TAPR).





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.






District Improvement Performance Objective 5: 100% of students will Meet or Exceed Expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report (TAPR).

Performance Objective 1: Students in grades 4-6 will make an average growth of 87 or more as measured by the STAAR reading assessment

Evaluation Data Sources: STAAR math scores

STAAR reading scores

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 4-6 ELA teachers will interpret data from previous STAAR to develop student targets for 2023 STAAR assessment Strategy's Expected Result/Impact: Students will be able to understand their growth target Staff Responsible for Monitoring: Administration, Instructional Specialist and Classroom Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: PT title 1 staff - 211 - Title I, Part A - \$5,218	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of staff will participate in family engagement ELA night in the Spring to share comprehension question stems that parents can use at home with their students Strategy's Expected Result/Impact: 3% increase in 4-6 grade cohort of students on STAAR ELA Staff Responsible for Monitoring: ELA teachers, PLC, ELA Instructional Specialist and Administration Funding Sources: FE books - 211 - Title I, Part A - \$327, FE materials - 211 - Title I, Part A - \$125, FE snacks - 211 - Title I, Part A - \$50	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of ELA teachers will utilize student growth goals in 4th-6th grade reading for student data folders to chart progress in reading and hold growth goal meetings with students throughout the year. Strategy's Expected Result/Impact: 87% or more students in 4th-6th grade will make projected growth Staff Responsible for Monitoring: Reading Instructional Specialist, Classroom teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 9	Formative		
	Nov	Feb	June
	 30%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 9: There were 8 students who "dropped" a level on Reading STAAR and 8 students who "dropped" a level on Math STAAR. Root Cause: Effective monitoring and tracking of growth in relation to previous STAAR scores was not in place.

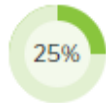




Goal 1: Strategic Goal 2: 87% of students will Meet or Exceed Expected Progress in Reading ELA and 82% of students will Meet or Exceed Expected Progress in Math as reported on the Texas Academic Performance Report (TAPR).

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.

District Improvement Performance Objective 5: 100% of students will Meet or Exceed Expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report (TAPR).

Performance Objective 2: Students in 4-6 will make an average growth of 82 or more as measured by the STAAR math assessment.

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 4-6 Math teachers will interpret data from previous STAAR to develop student targets for 2023 STAAR assessment Strategy's Expected Result/Impact: Students will be able to understand their growth target Staff Responsible for Monitoring: Administration, Instructional Specialist and Classroom Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 9 Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of staff will participate in family engagement math night in the Fall to share math question stems that parents can use at home with their students Strategy's Expected Result/Impact: 3% increase in 4-6 grade cohort of students on STAAR Math Staff Responsible for Monitoring: Math teachers, PLC, Math Instructional Specialist and Administration Problem Statements: Student Learning 9 Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Feb	June
			

Strategy 3 Details		Formative Reviews		
Strategy 3: 100% of Math teachers will utilize student growth goals in 4th-6th grade Math for student data folders to chart progress in reading and hold growth goal meetings with students throughout the year. Strategy's Expected Result/Impact: 82% or more students in 4th-6th grade will make projected growth Staff Responsible for Monitoring: Math Instructional Specialist, Classroom teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 9 Funding Sources: - 211 - Title I, Part A		Formative		
		Nov	Feb	June
				
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 9: There were 8 students who "dropped" a level on Reading STAAR and 8 students who "dropped" a level on Math STAAR. Root Cause: Effective monitoring and tracking of growth in relation to previous STAAR scores was not in place.

Goal 2: Strategic Goal 1: Students in third grade will meet or exceed performance objective goals as measured in Donna Park's performance objectives.

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.

District Improvement Performance Objective 4: 100% of campuses and the district will achieve incremental gains as designated and reported through the Performance Objectives.

Performance Objective 1: Students in 3rd grade (cohort group of students who did not meet performance objectives in reading for dibels or TRC) will meet or exceed the performance objectives of 87% approaches, 62% meets and 30% masters as measured by the 2022-2023 STAAR assessment.





District Improvement Performance Objective 4: 100% of campuses and the district will achieve incremental gains as designated and reported through the Performance Objectives.

Evaluation Data Sources: Reading STAAR scores

DBA Assessments

MAP assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of third grade reading teachers will analyze third grade BOY screener, DBA#1, DBA #2 and additional data points to determine strengths/gaps in order to group students most effectively for remediation. Strategy's Expected Result/Impact: 3% increase in third grade reading meets on STAAR Staff Responsible for Monitoring: Reading Instructional Specialist and Principal TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Staff - 211 - Title I, Part A - \$13,730, Interventionists - 211 - Title I, Part A - \$12,493, FT Interventionist - 282 - ARP ESSER III - \$14,482	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of staff will participate in family engagement ELA night in the Spring to share comprehension question stems that parents can use at home with their students Strategy's Expected Result/Impact: 3% increase in third grade reading meets on STAAR Staff Responsible for Monitoring: Reading Instructional Specialist and Principal TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of teachers in grades K-2 will be trained to effectively implement guided reading practices that are individualized for each student. Strategy's Expected Result/Impact: 100% of students will make growth from BOY to MOY to EOY. Performance objectives will be met for early literacy for K-2 Kinder Dibels TRC First Grade Dibels TRC Second Grade Dibels TRC Staff Responsible for Monitoring: Reading Instructional Specialist, Classroom teacher, Principal and Assistant 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 7, 8	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of K-2 classes will implement Heggerty lessons (in intervention as well as in guided practice in class) for students who are not meeting the target for dibels. Strategy's Expected Result/Impact: Increase in dibels scores to meet the performance objective. Staff Responsible for Monitoring: Reading Instructional Specialist, Classroom teachers, Interventionists Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 8	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: 78% of our campus second grade students meet grade level or above on TRC and the performance objective for Donna Park was 84%. Root Cause: 13% of our second grade students were identified as dyslexic (8/57) and had not completed the dyslexia program.

Student Learning

Problem Statement 8: 67% of our campus second grade students meet grade level or above on dibels and the performance objective for Donna Park was 78%. Root Cause: 13% of our second grade students were identified as dyslexic (8/57) and had not completed the dyslexia program.
--

Goal 3: Strategic Goal 3: Students in fifth grade will meet or exceed performance objective goals as measured in Donna Park's performance objectives.

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.

District Improvement Performance Objective 4: 100% of campuses and the district will achieve incremental gains as designated and reported through the Performance Objectives.

Performance Objective 1: Fifth grade science scores will meet or exceed the 2022-2023 performance objectives of 76% approaches, 45% meets and 16% masters as measured by the STAAR science assessment.

HB3 Goal

Evaluation Data Sources: Science STAAR

Science CBA

Science DBA

Strategy 1 Details	Formative Reviews		
Strategy 1: Fifth grade science teacher will include 1-2 hand on opportunities for students to discover science per week (or TEK) Strategy's Expected Result/Impact: Increase in approaches, meets and masters on 5th grade Science STAAR scores as measured by the performance objectives. Staff Responsible for Monitoring: Science teachers, Administration Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the number of Family Engagement opportunities for Science from 0 to 1 by the end of the 2022-2023 school year Strategy's Expected Result/Impact: Increase in approaches, meets and masters on 5th grade Science STAAR scores as measured by the performance objectives.	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Science lead teacher, science team, Administration

Title I:

2.4

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students in 5th grade science were not able to have hands on experiences the previous year due to online learning in previous years. Our second language learners learn best with concrete hands on experiments. **Root Cause:** Science TEKS build on each other beginning in 3rd grade. Teachers worked to close the gaps brought about by online learning in the area of science.

HEB Independent School District

Harrison Lane Elementary

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Hurst-Euleless-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.
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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 5

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. 5

Goal 2: District Goal Area #1: Success Measure - 100% of students will Meet or Exceed expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report (TAPR) 7


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.

Performance Objective 1: 53% of Kindergarten students will achieve a BAS proficiency level at or above grade level by the end of the year.

Evaluation Data Sources: Benchmark Assessment System

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of Kindergarten reading teachers will implement Fountas and Pinnell Reading System throughout the year as designated in the first grade reading curriculum. Strategy's Expected Result/Impact: Kindergarten students will increase their BAS scores by 3%. Staff Responsible for Monitoring: Kindergarten teachers, Instructional Specialist, ESSER interventionist, Principal Title I: 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	Formative		
	Nov	Feb	June
	 45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Kindergarten through second grade teachers will host a Family Reading Night to share comprehension question stems and phonetic practice that parents can use at home with their students. Strategy's Expected Result/Impact: Increase BAS/DIBELS by 3% Provide resources for families to use at home Staff Responsible for Monitoring: Kindergarten Teachers, Reading Instructional Specialist, ESSER Interventionist, Principal Title I: 2.6, 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 1	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 1 Problem Statements:


Student Learning
Problem Statement 1: 50% of Kindergarten students meets grade level or above on TRC and the district incremental goal is 53% Root Cause: Phonemic Awareness and Text Comprehension





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.

Performance Objective 2: 66% of second grade students will achieve a BAS proficiency level at or above grade level by the end of the year.

Evaluation Data Sources: Benchmark Assessment System

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of Second Grade teachers will implement a tiered approach to reading instruction to include differentiated small groups Strategy's Expected Result/Impact: Increase second grade students BAS scores by 3%. Staff Responsible for Monitoring: Second grade teachers, Reading Instructional Specialist, ESSER Interventionist, and Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
	 45%		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

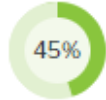







Student Learning
Problem Statement 2: 63% of 2nd grade students meets grade level or above in TRC and the district incremental goal is 66% in BAS. Root Cause: Phonemic Awareness and Text Comprehension

Goal 2: District Goal Area #1:

Success Measure - 100% of students will Meet or Exceed expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report (TAPR)

Performance Objective 1: 46% of third grade students will achieve Meets grade level or above on Math STAAR.

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: 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: 3% increase in third grade STAAR Math scores Staff Responsible for Monitoring: Third grade Math teachers, Math Instructional Specialist, and 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 4	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Kindergarten through sixth grade teachers will host a Family Math Night to share math strategies and activities that parents can use at home with their students. Strategy's Expected Result/Impact: STAAR Math increase of 3% Staff Responsible for Monitoring: Math teachers, Instructional Specialist, Principal Title I: 2.6, 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 4, 5	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: 43% of third grade students Meets Grade Level on STAAR Math and the district incremental goal is 46%. **Root Cause:** Basic computation, Vocabulary, Multi-step word problems


Problem Statement 5: 36% of fourth grade students Meets Grade Level on STAAR Math and the district incremental goal is 39%. **Root Cause:** Basic computation, Vocabulary, Multi-step word problems





Goal 2: District Goal Area #1:

Success Measure - 100% of students will Meet or Exceed expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report (TAPR)

Performance Objective 2: 39% of fourth grade students will achieve Meets grade level or above on Math STAAR.

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of fourth 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: STAAR Math increase of 3% Staff Responsible for Monitoring: Math teacher, Instructional Specialist, 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 5	Formative		
	Nov	Feb	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 5: 36% of fourth grade students Meets Grade Level on STAAR Math and the district incremental goal is 39%. Root Cause: Basic computation, Vocabulary, Multi-step word problems

Goal 2: District Goal Area #1:

Success Measure - 100% of students will Meet or Exceed expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report (TAPR)

Performance Objective 3: 50% of sixth grade students will achieve Meets grade level or above on STAAR Reading.

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of sixth grade Reading 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: 3% increase in sixth grade STAAR Reading Scores Staff Responsible for Monitoring: Sixth grade Reading teacher, Instructional Specialist, 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
Strategy 2 Details	Formative Reviews		
Strategy 2: Kindergarten through sixth grade teachers will host a Family Reading Night to share reading strategies and activities that parents can use at home with their students. Strategy's Expected Result/Impact: STAAR Reading increase of 3% Staff Responsible for Monitoring: Reading teachers, Instructional Specialist, Principal Title I: 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: 47% of sixth grade students Meets Grade Level on STAAR Reading and the district incremental goal is 50%. Root Cause: Intentional thinking and questioning, Text comprehension

HEB Independent School District
Hurst Hills Elementary
2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Hurst-Euleless-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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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.	6
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Goal 3: Student Achievement Description: 100% of campuses and the district will achieve incremental gains as designated and reported through Performance Objectives.	9





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: 85% of students in grades 4-6 will Meet or Exceed Expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize targeted intervention time a minimum of four times per week in reading and math for staff members to work with small groups and track individual student progress using a progress monitoring tool to track student growth. Strategy's Expected Result/Impact: 2% gain for each student following each district assessment and EOY STAAR scores Staff Responsible for Monitoring: Administrators, Math and Reading Instructional Specialists, Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of the district curriculum with fidelity daily. Strategy's Expected Result/Impact: 85% of students in grades 4-6 demonstrate expected growth measure on the 2023 STAAR assessment. Staff Responsible for Monitoring: Adminstrators, Math and Reading Instructional Specialist, and Math and Reading Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3 Funding Sources: Curriculum Resources - 211 - Title I, Part A - \$7,000	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: 80% of students in grades 4-6 demonstrated a minimum of 1 year of growth from the 2022 school year in STAAR Reading and STAAR Math and district incremental goal is 85%. Root Cause: Fourth grade math and 6th grade reading classes were deficient with consistently monitoring individual student growth, tracking interventions, and providing quality interventions for targeted students.</p>

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 school year, 68% of second grade students will meet benchmark standards on DIBELS composite as measured by EOY Reading 3D assessment for 2022-2023 school year.

Evaluation Data Sources: Reading 3D Assessment Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of Fountas and Pinnell Reading System with fidelity daily and Leveled Library intervention resources weekly. Strategy's Expected Result/Impact: 3% increase on 2nd Grade DIBELS Staff Responsible for Monitoring: Administrators, Reading Instructional Specialist, and 1st Grade Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Targeted fluency intervention through small groups such as guided reading, LLI kits, and Heggerty four times per week. Strategy's Expected Result/Impact: 3% increase on 2nd Grade DIBELS Staff Responsible for Monitoring: Administrators, Reading Instructional Specialist, and 1st Grade Teachers Title I: 2.6 Funding Sources: Part Time Interventionist - 211 - Title I, Part A - \$16,000, Instructional Specialists - 211 - Title I, Part A - \$35,000	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: By the end of October we will host a Reading Family Engagement Nights and provide a Summer Success Event by the end of May in order to provide families with resources to support TEKS and learning at home. Strategy's Expected Result/Impact: 3% Increase on 2nd Grade DIBELS Staff Responsible for Monitoring: Administrators, Family Engagement Coordinator, K-2 PLC Title I: 4.1 Funding Sources: Summer Success Books - 211 - Title I, Part A - \$500, Family Engagement Supplies - 211 - Title I, Part A - \$650, Family Engagment Snacks - 211 - Title I, Part A - \$100	Formative		
	Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 2: 65% of 2nd grade students Meets Grade Level or Above on DIBELS and the district incremental goal is 67% Root Cause: Classroom curriculum processes provided sporadic reinforcement of word study skills utilizing phonics focus for words in context.

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: By the end of the 2022-2023 school year, 60% of fourth grade students demonstrate expected growth as measured by 2022 STAAR report.

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of the math curriculum with fidelity daily. Strategy's Expected Result/Impact: 3% increase on Math STAAR Staff Responsible for Monitoring: Adminstrators, Math Instructional Specialists, and 6th Grade Math Teacher Title I: 2.4, 2.6 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize strategic small group instruction and tutoring focusing on struggling TEKS Strategy's Expected Result/Impact: 3% increase on Math STAAR Staff Responsible for Monitoring: Adminstrators, Math Instructional Specialists, and 6th Grade Math Teacher Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: By the end of April we will host two family engagement events for math and science with science providing cross curricular supports in math. Strategy's Expected Result/Impact: 3% increase on Math STAAR Staff Responsible for Monitoring: Adminstrators, Family Engagement Specialist, and Math PLC Members Title I: 4.1	Formative		
	Nov	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 56% of 4th grade students demonstrated expected growth from the 2022 school year on STAAR math and the district incremental goal is 85%. **Root Cause:** Student received inconsistent instruction during the 2021-2022 school year due to the math teacher being on medical leave mid year and the substitute teacher was deficient with implementing the curriculum due to limited understanding of support and resources.

HEB Independent School District

Lakewood Elementary

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Hurst-Euless-Bedford 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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Goal 3: Student Achievement- Goal 1.1B- 100% of students will achieve Meets Grade Level on the State of Texas Assessment of Academic Readiness (STAAR).	8

Goals

Goal 1: Student Achievement- Goal 1.1 B-





Success Measure- 46% or more of students will achieve Masters Grade Level on STAAR for each subject at each grade level.

Performance Objective 1: 30% of 5th grade Math students will achieve Masters Grade Level on STAAR by May 2023.

Evaluation Data Sources: 2023 STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: By October 20, 100% of Lakewood students will be invited to a parent engagement event to provide families with strategies to assist students with their math work. Strategy's Expected Result/Impact: Students and families will have tools to support their math learning at home. Staff Responsible for Monitoring: Ramirez, Moore, Gilley TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: By November, 100% of Lakewood teachers will be trained and will implement one aggressive monitoring event per week. Strategy's Expected Result/Impact: Students will make their EOY growth targets. Staff Responsible for Monitoring: Gilley, Admin, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: By September, 100% of Lakewood teachers will be proficient with creating know/show charts to ensure alignment between lesson objective, lesson and demonstration of learning. Strategy's Expected Result/Impact: Students will make their EOY growth targets. Staff Responsible for Monitoring: Gilley, Admin, Teachers Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 2: 25% of 5th grade math students achieved Masters on 5th Math STAAR. Root Cause: Planning deficit for readiness TEKS and prioritization of intervention.

Goal 2: Student Achievement- Goal 1-

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: 72% of Kindergarten students will meet end-of year targets in DIBELS on the Reading 3D Assessment.

Evaluation Data Sources: Reading 3D BOY, MOY, EOY; Progress Monitoring

Strategy 1 Details	Formative Reviews		
Strategy 1: By August, 100% of Kindergarten schedules will include explicit phonics instruction. Strategy's Expected Result/Impact: Students will be on grade level for DIBELS by EOY Staff Responsible for Monitoring: P. Moore, B.Gilley, Admin Team, Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: By August, 100% Kinder-2nd grade lesson plans will be re-vamped include DIBELS instruction during STRIPE. Strategy's Expected Result/Impact: Students will be on grade level for DIBELS by EOY Staff Responsible for Monitoring: P. Moore, B.Gilley, Admin Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: By September 15, 100% of Lakewood students will be invited to a parent engagement event to provide families with strategies to assist students with their reading and phonics instruction. Strategy's Expected Result/Impact: -Parents will be engaged with an understanding of strategies to help their children. -Gaps between demographic groups will close. -Students will meet district performance objectives. Staff Responsible for Monitoring: P. Moore, B.Gilley, Admin Team, Teachers	Formative		
	Nov	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 69% of students in Kindergarten met their DIBELS goal and the district goal is 90% or higher. Root Cause: Inconsistent phonics instruction





Goal 3: Student Achievement- Goal 1.1B-

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

Performance Objective 1: 65% of 6th grade Reading students will achieve Meets Grade Level on STAAR by May 2023.

Evaluation Data Sources: DBA 1, DBA 2, STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: By September 15, 100% of Lakewood students will be invited to a parent engagement event to provide families with strategies to assist students with their reading and phonics instruction. Strategy's Expected Result/Impact: -Parents will be engaged with an understanding of strategies to help their children. -Gaps between demographic groups will close. -Students will meet all district goals for Reading STAAR. -Students will meet district performance objectives. Staff Responsible for Monitoring: Reading Teachers, IS, Admin Team Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: By November, 100% of Lakewood teachers will be trained and will implement one aggressive monitoring event per week. Strategy's Expected Result/Impact: -Gaps between demographic groups will close. -Students will meet all district goals for Reading STAAR. -Students will meet district performance objectives -Students will surpass cohort performance Staff Responsible for Monitoring: 6th grade Reading teacher, Gilley, Admin ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: By September, 100% of Lakewood teachers will be proficient with creating know/show charts to ensure alignment between lesson objective, lesson and demonstration of learning. Strategy's Expected Result/Impact: -Gaps between demographic groups will close. -Students will meet all district goals for Reading STAAR. -Students will meet district performance objectives -Students will outperform cohort Staff Responsible for Monitoring: Teacher, Gilley, Admin ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 45% of 6th-grade students met on the Reading STAAR Root Cause: Inconsistent time in text with focused reading strategies.

HEB Independent School District

Meadow Creek Elementary

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Hurst-Euleless-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	5
Goal 1: Student Achievement	5

Goals

Goal 1: Student Achievement

Performance Objective 1: By the end of the 2022-2023 school year, 69 % of Fifth Grade students will reach Meets on Reading STAAR and 35% will reach Masters.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Grades 3-6 Reading teachers will collaborate in Professional Learning Communities by February 2023. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: 3-6 Reading teachers, Teacher Instructional Coach, AP & Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Grades 3-6 Reading teachers will be utilizing the RACE/TEA rubric to write short constructed responses [Quick Writes] weekly. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: 3-6 Reading teachers, Teacher Instructional Coach, AP & Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: By February 2023, grades 3-6 teachers will have implemented a three week cycle of systematic improvement through PLCs. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: 3-6 Reading teachers & Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: By December 2022, Grade 3-6 Math and Reading teachers will utilize Progress Learning at least two times weekly.	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Student Achievement

Performance Objective 2: By the end of the 2022-2023 school year, 67% of Sixth Grade students will reach Meets and 52% Masters on STAAR Reading.

Evaluation Data Sources: Formative Assessments: Exit Tickets and SCAs

Summative Assessments: DBAs, STAAR





Strategy 1 Details	Formative Reviews		
Strategy 1: Grades 3-6 Reading teachers will collaborate in Professional Learning Communities by February 2023. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: 3-6 Reading teachers, Teacher Instructional Coach, AP & Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Grades 3-6 Reading teachers will be utilizing the RACE/TEA rubric to write short constructed responses [Quick Writes] weekly. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: 3-6 Reading teachers, Teacher Instructional Coach, & Principal Title I Schoolwide Elements None TEA Priorities None ESF Levers None Problem Statements	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: By February 2023, grades 3-6 teachers will have implemented a three week cycle of systematic improvement through PLCs. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: 3-6 Reading teachers & Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: By December 2022, Grade 3-6 Math and Reading teachers will utilize Progress Learning at least two times weekly.	Formative		
	Nov	Feb	June

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

Goal 1: Student Achievement

Performance Objective 3: By the end of the 2022-2023 school year, 55% of Fifth Grade students will reach Meets and 24% will reach Masters on the Math STAAR.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: By the May 2023, Grades 3-6 Math teachers will collaborate in Goal Teams every six weeks. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: 3-5 Math teachers & Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: By December 2022, Grade 3-6 Math and Reading teachers will utilize Progress Learning at least two times weekly. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: K-6 Math teachers, Teacher Instructional Coach, & Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: By January 2023, grades 3-6 teachers will have implemented Guided Discourse to reteach TEKS below 70% on DBA 1.	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

HEB Independent School District
Midway Park Elementary
2022-2023 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 environment, 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.
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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

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Goal 4: Safe, Healthy and Nurturing Schools

Goal 5: Enduring Relationships with Stakeholders

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Goals 6

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. 6

Goal 2: Student Achievement Success Measure 1.1D: 100% of campuses and the district will achieve annual incremental gain as designated and reported through Performance Objectives 8

Goals

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: By the end of the 2022-2023 school year, the Special Education student demographic in 2nd grade will increase their BAS percentage by 4% or more when compared with 2021-2022 R3D data.

HB3 Goal

Quality Indicators:


1.1 Achieve Highest Academic Rating for District, 1.2 Early Literacy, 1.3 Early Numeracy







Evaluation Data Sources: Reading 3D

BAS

Progress Monitoring

Informal Teacher Observations/Anecdotal Notes

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize progress monitoring data to ensure reading groups remain fluid based on student progress. Strategy's Expected Result/Impact: 4% increase on BAS for the Special Education student population in 2nd Grade on Reading TRC for 2022-2023. Staff Responsible for Monitoring: Classroom Teacher Reading Instructional Specialists ESSER Interventionist LAC Campus Interventionists Campus Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan with the Instructional Specialist bi-weekly to ensure the alignment of grade level TEKS, resources and assessments. Strategy's Expected Result/Impact: 4% increase on BAS for the Special Education student population in 2nd Grade on Reading TRC for 2022-2023. Staff Responsible for Monitoring: Classroom Teachers Reading/Math Instructional Specialist ESSER Interventionist LAC Campus Interventionists Campus Administration 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 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will plan and present at least 1 family engagement event to teach parents how to support and build reading comprehension strategies at home with 2nd grade students. Strategy's Expected Result/Impact: 4% increase on BAS for the Special Education student population in 2nd Grade on Reading TRC for 2022-2023. Staff Responsible for Monitoring: Classroom Teachers Reading Instructional Specialist Campus Administration 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 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 40% of our Special Education 2nd grade students meets grade level or above on TRC and the district incremental goal is 65%. Root Cause: Phonemic Awareness, Fluency and Text Comprehension.

Student Learning
Problem Statement 3: 40% of our Special Education 2nd grade students meets grade level or above on TRC and the district incremental goal is 65%. Root Cause: Phonemic Awareness, Fluency and Text Comprehension.

Goal 2: Student Achievement

Success Measure 1.1D: 100% of campuses and the district will achieve annual incremental gain as designated and reported through Performance Objectives

Performance Objective 1: By the end of the 2022-2023 school year, the Caucasian student population in grade 4, will increase their approaching passing percentage from 54% in 2021-2022 to 58% or higher on the 2022-2023 Fourth Grade STAAR Reading assessment.

Quality Indicators:


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







Evaluation Data Sources: 4th Grade Reading STAAR

4th Grade Reading CBA's & DBA's

4th Grade Reading CFA's

4th Grade Reading - Running Records

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement an effective Reading Workshop, targeting students who need additional support in mastering the 4th grade Reading TEKS. Strategy's Expected Result/Impact: 4% or higher increase on the 4th Grade STAAR Reading Assessment for the Caucasian student population for 2022-2023. Staff Responsible for Monitoring: Campus Administration Classroom Teachers Interventionists LAC Instructional Specialist 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 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 6 - Student Learning 6	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan with the Instructional Specialist bi-weekly to ensure the alignment of grade level TEKs, resources and assessments. Strategy's Expected Result/Impact: 4% or higher increase on the 4th Grade STAAR Reading Assessment for the Caucasian student population for 2022-2023. Staff Responsible for Monitoring: Classroom Teacher Math/Reading Instructional Specialist LAC ESSER Campus Administration 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 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 6 - Student Learning 6	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will plan and present at least 1 family engagement event to teach parents how to support and build reading/comprehension strategies with their fourth grade students. Strategy's Expected Result/Impact: 4% or higher increase on the 4th Grade STAAR Reading Assessment for the Caucasian student population for 2022-2023. Staff Responsible for Monitoring: Classroom Teacher Reading Instructional Specialist Campus Administration 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 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 6 - Student Learning 6	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 6: 54% of our Caucasian students achieved approaches or higher on STAAR Reading for grade 4 and the district incremental goal is 74%. Root Cause: Decoding/Fluency; Comprehension; Loss of learning due to COVID 19

Student Learning
Problem Statement 6: 54% of our Caucasian students achieved approaches or higher on STAAR Reading for grade 4 and the district incremental goal is 74%. Root Cause: Decoding/Fluency; Comprehension; Loss of learning due to COVID 19

Goal 2: Student Achievement

Success Measure 1.1D: 100% of campuses and the district will achieve annual incremental gain as designated and reported through Performance Objectives

Performance Objective 2: By the end of the 2022-2023 school year, the African American student population in grade 5, will increase their approaching passing percentage from 71% in 2021-2022 to 75% or higher on the 2022-2023 Fifth Grade STAAR Science assessment.

Quality Indicators:


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


Evaluation Data Sources: Grade 5 Science STAAR





Grade 5 Science CBA's and DBA's

Grade 5 CFA's

Grade 5 Unit Tests and Quizzes

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher will implement vocabulary strategies within classroom lessons to build background and knowledge (i.e. interactive vocabulary walls; use of linguistic strategies like QSSSA; graphic organizers such as Frayer Models). Strategy's Expected Result/Impact: 4% increase of African American students passing 5th grade STAAR Science at the Approaches Level for 2022-2023. Staff Responsible for Monitoring: Campus Administration LAC Classroom Teacher TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 10	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan and present at least 1 family engagement event to teach parents how to support fifth grade students with science strategies. Strategy's Expected Result/Impact: 4% increase of African American students passing 5th grade STAAR Science at the Approaches Level for 2022-2023. Staff Responsible for Monitoring: Campus Administration Classroom Teacher Instructional Specialist LAC 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 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 10	Formative		
	Nov	Feb	June
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 10: 71% of African American students achieved approaches or higher on STAAR Science for grade 5 and the district incremental goal is 81% Root Cause: Vocabulary

Goal 2: Student Achievement

Success Measure 1.1D: 100% of campuses and the district will achieve annual incremental gain as designated and reported through Performance Objectives

Performance Objective 3: By the end of the 2022-2023 school year, the Special Education student population in grade 6, will increase their meets passing percentage from 8% in 2021-2022 to 12% or higher on the 2022-2023 6th Grade STAAR Math assessment.

Quality Indicators:



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








Evaluation Data Sources: 6th Grade Math STAAR

6th Grade Math CBA's and DBA's

6th Grade Math CFA's

6th Grade Math Unit Tests and Quizzes

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement a targeted small group Math time to ensure student needs are met. Strategy's Expected Result/Impact: 4% increase of Special Education students passing 6th grade STAAR Math at the Meets Level. Staff Responsible for Monitoring: Sixth Grade Teachers; Math Instructional Resource Teacher, Math Instructional Specialist, Campus Interventionists, Campus Administration TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 12	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan with the Instructional Specialist and/or Instructional Resource Teachers each six weeks to ensure the alignment of grade level TEKs, resources and assessments. Strategy's Expected Result/Impact: Expected Result/Impact 4% increase of Special Education students passing 6th grade STAAR Math at the Meets Level. Staff Responsible for Monitoring: Sixth Grade Teachers; Math Instructional Resource Teacher, Math Instructional Specialist, Campus Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 12	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will plan and present at least 1 family engagement event to teach parents how to support sixth grade students with Math strategies. Strategy's Expected Result/Impact: 4% increase of Special Education students passing 6th grade STAAR Math at the Meets Level. Staff Responsible for Monitoring: Sixth Grade Teachers; Math Instructional Resource Teacher, Math Instructional Specialist, LAC, Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy Problem Statements: Demographics 12	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 12: 8% of Special Education students achieved meets or higher on STAAR Math for grade 6 and the district incremental goal is 23% Root Cause: Learning loss due to COVID

HEB Independent School District
North Euless Elementary
2022-2023 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 5

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. 5

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). 7

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.

Performance Objective 1: By the end of first grade 79% of students will achieve a BAS proficiency level at or above grade level.

Evaluation Data Sources: Fountas and Pinnell Reading System

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of first grade reading teachers will implement Fountas and Pinnell Reading System throughout the year as designated in the first grade reading curriculum. Strategy's Expected Result/Impact: First grade students will increase their TRC scores by 4%. Staff Responsible for Monitoring: First grade teachers, Reading Instructional Specialist, and Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Title I Staff - 211 - Title I, Part A - \$31,374, PT Interventionist - 211 - Title I, Part A - \$7,103, FT Interventionist - 282 - ARP ESSER III - \$14,455	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of First Grade teachers will implement a tiered approach to reading instruction to include differentiated small groups and after school tutorials. Strategy's Expected Result/Impact: First grade students will increase their TRC scores by 4%	Formative		
	Nov	Feb	June





<p>Staff Responsible for Monitoring: First grade teachers, Reading Instructional Specialist, and Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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.

Performance Objective 2: By the EOY 79% of first grade students will achieve DIBELS proficiency level at or above grade level.

Evaluation Data Sources: Fountas and Pinnell Reading System





Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of First Grade teachers will implement a tiered approach to reading instruction to include differentiated small groups and after school tutorials. Strategy's Expected Result/Impact: Increase first grade students DIBELS scores by 4%. Staff Responsible for Monitoring: First grade teachers, Reading Instructional Specialist, and Principal TEA Priorities: Build a foundation of reading and math Funding Sources: Title I Staff - 211 - Title I, Part A - \$31,374, PT Interventionist - 211 - Title I, Part A - \$7,103, FE Materials - 211 - Title I, Part A - \$1,000, FT Interventionist - 282 - ARP ESSER III - \$14,455	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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).

Performance Objective 1: 52% of fourth grade students will achieve Meets Grade Level or Above on fourth grade Math STAAR.

Evaluation Data Sources: STAAR Assessment





Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of fourth 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: 4% increase in fourth grade STAAR Math scores Staff Responsible for Monitoring: Fourth grade Math teachers, Math Instructional Specialist, ESL teacher and 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 Funding Sources: Title I Staff - 211 - Title I, Part A - \$31,374, PT Interventionists - 211 - Title I, Part A - \$7,103, FE Materials - 211 - Title I, Part A - \$1,000, HB4545 - 282 - ARP ESSER III - \$2,289, FT Interventionist - 282 - ARP ESSER III - \$14,455	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Host a family Math Night during the 22-23 school year to provide families with activities for practicing math skills at home. Strategy's Expected Result/Impact: 4% increase in fourth grade STAAR Math scores Staff Responsible for Monitoring: Fourth grade Math teachers, Math Instructional Specialist, ESL teacher and 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	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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).

Performance Objective 2: 50% of third grade students will achieve Meets Grade Level or Above on third grade Math STAAR.

Evaluation Data Sources: STAAR Assessment





Strategy 1 Details	Formative Reviews		
Strategy 1: 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 use of LTEP strategies. Strategy's Expected Result/Impact: 4% increase in third grade STAAR Math scores Staff Responsible for Monitoring: Third grade reading teachers, Math Instructional Specialist, and Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title I Staff - 211 - Title I, Part A - \$31,374, PT Interventionist - 211 - Title I, Part A - \$7,103, FT Interventionist - 282 - ARP ESSER III - \$14,455	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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).

Performance Objective 3: 57% of 3rd grade students will achieve Meets Grade Level or Above on third grade Reading STAAR.

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of third grade Reading teachers will analyze campus and district data to determine strengths/ gaps and differentiate instruction effectively to meet the individual educational needs of each student to include LTEP strategies. Strategy's Expected Result/Impact: Increase of 4% of third grade STAAR Reading scores 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 Funding Sources: Title I Staff - 211 - Title I, Part A - \$31,374, PT Interventionist - 211 - Title I, Part A - \$7,103, HB4545 - 282 - ARP ESSER III - \$2,288, FT Interventionist - 282 - ARP ESSER III - \$14,455	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Host a family ELA/ Reading Night during the 22-23 school year to provide families with activities for practicing reading skills at home. Strategy's Expected Result/Impact: Increase of 4% of third grade STAAR Reading scores 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

HEB Independent School District
Oakwood Terrace Elementary
2022-2023 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 organization 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 5






Goal 1: 100% of students will achieve meets grade level on STAAR. 5

Goal 2: 46% or more of students will achieve Masters Grade Level on STAAR for each subject at each grade level. 7

Goals

Goal 1: 100% of students will achieve meets grade level on STAAR.

Performance Objective 1: 62% of 3rd Grade students will achieve MEETS grade level on Reading STAAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: 3rd Grade teachers will create daily learning objectives and post them to ensure that students are explicitly taught each skill and have the opportunity to show mastery of the skill through writing or speaking. Strategy's Expected Result/Impact: Incremental increase of 3% on meets Staff Responsible for Monitoring: 3rd Grade Reading teachers, Instructional Specialists, LAC, TK Ed, Interventionists, ESSER staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Interventionist, Instructional Specialist - 211 - Title I, Part A, ESSER Interventionist - 282 - ARP ESSER III	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 3rd grade reading teachers will explicitly plan for instruction during PLC's throughout the year focusing on high leverage TEKS and provide immediate formative feedback to ensure student understanding. Strategy's Expected Result/Impact: Incremental increase of 3% on meets Staff Responsible for Monitoring: 3rd Grade Reading teachers, Instructional Specialists, LAC, TK Ed, Interventionists, ESSER staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I, Part A, - 282 - ARP ESSER III	Formative		
	Nov	Feb	June
	 0%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 67% of our 2nd grade students met EOY Reading 3D DIBELS goal, incremental goal is 72%. **Root Cause:** Teachers did not effectively remediate through feedback during fluency practices.

Goal 1: 100% of students will achieve meets grade level on STAAR.

Performance Objective 2: 67% of 5th grade students will achieve MEETS grade level on Reading STAAR






Strategy 1 Details	Formative Reviews		
Strategy 1: 5th Grade teachers will create daily learning objectives and post them to ensure that students are explicitly taught each skill and have the opportunity to show mastery of the skill through writing or speaking. Strategy's Expected Result/Impact: Incremental gain of 3% Staff Responsible for Monitoring: 5th grade reading teachers, Instructional Specialists, LAC, TK Ed, Interventionists, ESSER staff Title I: 2.4, 2.6 Problem Statements: Student Learning 2 Funding Sources: Interventionists, Instructional Specialist - 211 - Title I, Part A - \$74,538, ESSER Interventionists - 282 - ARP ESSER III - \$20,313	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 5th grade reading teachers will explicitly plan for instruction during PLC's throughout the year focusing on high leverage TEKS and provide immediate formative feedback to ensure student understanding. Strategy's Expected Result/Impact: Incremental gain of 3% Staff Responsible for Monitoring: 5th grade reading teachers, Instructional Specialists, LAC, TK Ed, Interventionists, ESSER staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: - 211 - Title I, Part A, - 282 - ARP ESSER III	Formative		
	Nov	Feb	June
	0%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 17% of our 4th grade students mastered Reading STAAR, incremental goal is 29%. Root Cause: Teachers did not model and practice inferencing of specific skills.

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

Performance Objective 1: 40% of 3rd Grade students will achieve MASTERS grade level on Reading STAAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: 3rd Grade teachers will create daily learning objectives and post them to ensure that students are explicitly taught each skill and have the opportunity to show mastery of the skill through writing or speaking. Strategy's Expected Result/Impact: Incremental gain of 3% Staff Responsible for Monitoring: 3rd Grade reading teachers, IS, LAC, TK Ed, Interventionists, ESSER staff 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: Instructional Specialists, Interventionists - 211 - Title I, Part A - \$74,536, ESSER Staff - 282 - ARP ESSER III - \$20,313	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 3rd grade reading teachers will explicitly plan for instruction during PLC's throughout the year focusing on high leverage TEKS and provide immediate formative feedback to ensure student understanding. Strategy's Expected Result/Impact: Incremental gain of 3% Staff Responsible for Monitoring: 3rd Grade reading teachers, IS, LAC, TK Ed, Interventionists, ESSER staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I, Part A, - 282 - ARP ESSER III	Formative		
	Nov	Feb	June
	 0%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 67% of our 2nd grade students met EOY Reading 3D DIBELS goal, incremental goal is 72%. **Root Cause:** Teachers did not effectively remediate through feedback during fluency practices.

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

Performance Objective 2: 25% of 5th grade students will achieve MASTERS on Reading STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: 5th Grade teachers will create daily learning objectives and post them to ensure that students are explicitly taught each skill and have the opportunity to show mastery of the skill through writing or speaking. Strategy's Expected Result/Impact: Incremental gain of 3% Staff Responsible for Monitoring: 5th grade reading teachers, IS, LAC, TK Ed, Interventionists, ESSER staff 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 Funding Sources: Instructional Specialists, Interventionists - 211 - Title I, Part A - \$74,536, ESSER Staff - 282 - ARP ESSER III - \$20,313	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 5th grade reading teachers will explicitly plan for instruction during PLC's throughout the year focusing on high leverage TEKS and provide immediate formative feedback to ensure student understanding. Strategy's Expected Result/Impact: Incremental gain of 3% Staff Responsible for Monitoring: 5th grade reading teachers, IS, LAC, TK Ed, Interventionists, ESSER staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: - 211 - Title I, Part A, - 282 - ARP ESSER III	Formative		
	Nov	Feb	June
	0%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: 17% of our 4th grade students mastered Reading STAAR, incremental goal is 29%. **Root Cause:** Teachers did not model and practice inferencing of specific skills.

HEB Independent School District

River Trails Elementary

2022-2023 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 5

Goal 1: 1.2A 100% of kindergarten, first and second grade students will meet end of year targets as defined by early reading assessments in English or Spanish. 5

Goal 2: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR). 8

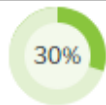

Goal 3: 46% or more of students will achieve Masters Grade Level on STAAR assessments. 10









Goals

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

Performance Objective 1: 65% of 2nd grade students will score at or above grade level in EOY BAS testing. (These students were at 62% at EOY in 22. POR for 23 is 57%)

Evaluation Data Sources: EOY Reading scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will intentionally plan and execute ELA curriculum components with fidelity to target learning gaps throughout the year as evidenced by walk throughs and observations. Strategy's Expected Result/Impact: 3% increase in EOY scores Staff Responsible for Monitoring: Second grade teachers, Reading Instructional Specialist, ESSER Interventionist, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will model and practice comprehension conversation questions that are aligned with the BAS assessment during guided reading and small group instruction. Strategy's Expected Result/Impact: 3% increase in EOY scores Staff Responsible for Monitoring: Second grade teachers, Reading Instructional Specialist, ESSER Interventionist, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Family Engagement Night- Reading Night in October. Teachers will provide reading strategies that families can take home and work with students. Strategy's Expected Result/Impact: .05% increase in EOY scores Staff Responsible for Monitoring: Second Grade teachers, Reading Instructional Specialist, ESSER Interventionist and Principal Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will meet monthly with IS, LAC and PLCs to plan reading strategies and guided reading lessons in addition to weekly planning. Strategy's Expected Result/Impact: 3% increase in EOY scores Staff Responsible for Monitoring: Second grade teachers, Reading IS, LAC and Principal Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Performance Objective 1 Problem Statements:









Student Learning
Problem Statement 2: 54% of 2nd grade students were at or above grade level TRC in 21-22 school year. Root Cause: Student and staff absences due to Covid-19 in the middle of the year when numbers spiked. Gaps in phonemic awareness, fluency and text comprehension.

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

Performance Objective 2: 57% of 1st grade students will score at or above grade level in EOY BAS testing. (These students were at 54% at EOY in 22. POR for 23 is 65%).

Evaluation Data Sources: EOY Reading 3D Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will intentionally plan and execute ELA components with fidelity to target learning gaps throughout the year as evidenced by walk throughs and observations. Strategy's Expected Result/Impact: 3% increase in BAS scores Staff Responsible for Monitoring: First grade reading teachers, Reading Instructional Specialist, ESSER Interventionist, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Model and practice comprehension conversation questions that are aligned to BAS assessment during guided reading and small group instruction. Strategy's Expected Result/Impact: 3% increase in EOY Reading 3D scores Staff Responsible for Monitoring: 1st grade reading teachers, Reading Instructional Specialist, ESSER Interventionist, principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Family Engagement Night- Reading Night in October. Teachers will provide reading strategies that families can take home and work with students. Strategy's Expected Result/Impact: .05% increase in EOY scores Staff Responsible for Monitoring: First Grade teachers, Reading Instructional Specialist, ESSER Interventionist and Principal Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will meet monthly with IS, LAC and PLCs to plan reading strategies and guided reading lessons in addition to weekly planning. Strategy's Expected Result/Impact: 3% increase in EOY scores Staff Responsible for Monitoring: First grade teachers, IS, LAP and Principal Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 54% of 2nd grade students were at or above grade level TRC in 21-22 school year. Root Cause: Student and staff absences due to Covid-19 in the middle of the year when numbers spiked. Gaps in phonemic awareness, fluency and text comprehension.

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

Performance Objective 1: 49% of fifth grade students will achieve Meets Grade Level in Science on STAAR testing.

Evaluation Data Sources: Science STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement vocabulary strategies (interactive word walls, visual non-glossary, and LEP strategies) to build background and knowledge. Strategy's Expected Result/Impact: 3% increase in student Meets scores on STAAR science. Staff Responsible for Monitoring: 5th grade science teachers, Instructional Specialist, LAC, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will plan with IS, LAC and PLC monthly to ensure rigor of lessons and implementation of the 5E model. Strategy's Expected Result/Impact: 3% increase in meets scores on 5th grade Science STAAR test Staff Responsible for Monitoring: 5th grade teachers, IS, LAC, PLC and principal Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Family Engagement Science Night- Teachers will plan engaging activities with help from the FW Museum of Science and History as well as provide strategies that parents can use at home to work with students. Strategy's Expected Result/Impact: 3% increase in Meets scores on 5th grade Science STAAR test. Staff Responsible for Monitoring: 5th grade teachers, IS and principal Title I: 2.4, 2.5, 2.6, 4.2 Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 1 Problem Statements:






Student Learning
<p>Problem Statement 3: 46% of 5th grade students scored Meets on STAAR Science. Root Cause: Student and staff absences due to Covid-19 in the middle of the year when numbers spiked. The teacher started the year in August knowing that she would be resigning at the end of the year due to a family move and desire to leave education. That was not shared with campus admin until after January. After DBA2 we realized there was a lack of urgency and fidelity in the classroom.</p>

Goal 3: 46% or more of students will achieve Masters Grade Level on STAAR assessments.

Performance Objective 1: 37% of sixth grade students will achieve Masters on Math STAAR. (These students were at 34% on STAAR math in 22. POR for 23 is 39%.)

Evaluation Data Sources: 6th grade Math STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement a workshop model with fidelity including hands on activities and manipulatives, small group instruction and independent practice of problem solving. Strategy's Expected Result/Impact: 3% increase in Masters scores on 6th grade Math STAAR Staff Responsible for Monitoring: 6th grade math teacher, IS, interventionists and principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math Night in September - Families will learn strategies that they can take home and use with students. Strategy's Expected Result/Impact: .05% increase in students scores on Math STAAR Staff Responsible for Monitoring: 6th grade teachers, Instructional Specialist 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 1	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teacher will track individual student progress and individualize instruction/remediation to ensure growth goals are met by EOY. Strategy's Expected Result/Impact: 3% increase in Masters scores on 6th grade STAAR Math test. Staff Responsible for Monitoring: 6th grade math teacher, IS, interventionist, and principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 36% of 6th grade students scored Masters on STAAR Math Root Cause: Student and staff absences due to Covid-19 in the middle of the year. This group has had two previous years of limited use of manipulatives and small group instruction which has created significant gaps between students on level and those who have gaps and struggle. There was not a focus on small group instruction/workshop model.

HEB Independent School District
Shady Brook Elementary
2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

HEB ISD--The mission of the Hurst Euleless 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: 1.1A 100% of students will achieve Meets Grade Level on the State of Texas Assessment of Academic Readiness (STAAR)

Performance Objective 1: 46% of students in 3rd Grade will achieve Meets Grade level on the Math State of Texas Assessment of Academic Readiness (STAAR) by the end of the 2022-2023 School Year

HB3 Goal

Evaluation Data Sources: District Cumulative Assessments, District Benchmark Assessments, State of Texas Assessments of Academic Readiness (STAAR)

Strategy 1 Details	Formative Reviews		
Strategy 1: All Math Teachers will implement daily small group math instruction throughout the 22-23 school year. Strategy's Expected Result/Impact: 4% increase in scores Staff Responsible for Monitoring: All math teachers, math instructional specialist, administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 3, 4, 9	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All 2-6 Math Teachers will participate in Unit Planning PLC's throughout the 22-23 school year. Strategy's Expected Result/Impact: 4% increase in scores Staff Responsible for Monitoring: 2-6 Math Teachers, Math Instructional Specialist, Administrators Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 3, 4, 9	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: All 2-6 Math Teachers will use Riccomini's "spaced learning over time" and "interleaving practice format" practices to enhance math retention and effective practice. Strategy's Expected Result/Impact: 4% increase in scores Staff Responsible for Monitoring: 2-6 Math Teachers, ESSER Interventionist, Math Instructional Specialist, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 3, 4, 9	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Shady Brook Math Goal Team will implement Math engagement night. Strategy's Expected Result/Impact: 4% increase in scores Staff Responsible for Monitoring: Math Goal Team TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 3, 4, 9	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: 24% of African American 3rd graders met the grade level standard on 2022 STAAR Math Test. Root Cause: Students show significant gaps in multiplication & division skills, perimeter, and addition and subtraction 2-step word problems. These gaps were due to daily small group instruction and hands-on learning not being implemented.
Student Learning
Problem Statement 3: 18% of 3rd graders mastered the grade level standard on 2022 STAAR Math Test. Root Cause: daily small group instruction not implemented, hands-on learning not implemented Problem Statement 4: 41% of 3rd graders met the grade level standard on 2022 STAAR Math Test Root Cause: daily small group instruction not implemented, hands-on learning not implemented Problem Statement 9: 24% of African American 3rd graders met the grade level standard on 2022 STAAR Math Test. Root Cause: Students show significant gaps in multiplication & division skills, perimeter, and addition and subtraction 2-step word problems. These gaps were due to daily small group instruction and hands-on learning not being implemented.




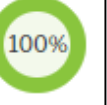




Goal 1: 1.1A 100% of students will achieve Meets Grade Level on the State of Texas Assessment of Academic Readiness (STAAR)

Performance Objective 2: 37% of students in 5th Grade will achieve Meets Grade level on the Science State of Texas Assessment of Academic Readiness (STAAR) by the end of the 2022-2023 School Year

HB3 Goal

Evaluation Data Sources: District Benchmark Assessments, State of Texas Assessments of Academic Readiness (STAAR), Curriculum-Based Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: All Science Teachers will implement Lead 4 Ward Comprehension strategies into weekly instruction in order to increase student comprehension skills. Strategy's Expected Result/Impact: 3% increase in scores Staff Responsible for Monitoring: All 3-6 Science Teachers, Instructional Specialist, Administrators Title I: 2.4, 2.6 Problem Statements: Demographics 4 - Student Learning 1, 2, 12	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 3rd and 5th Grade Science Teachers will participate in Unit Planning PLC's throughout the 22-23 school year. Strategy's Expected Result/Impact: 3% increase in scores Staff Responsible for Monitoring: 3-6 Science Teachers, Instructional Specialist, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 4 - Student Learning 1, 2, 12	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: All 3-6 Science Teachers will model and provide weekly Sheltered Instruction opportunities to speak and write using academic language during labs, investigations, and interactive word wall situations throughout the 22-23 school year. Strategy's Expected Result/Impact: 3% increase in scores Staff Responsible for Monitoring: Language Acquisition Coach, Instructional Coach, Administrators, 3-6 Science Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 4 - Student Learning 1, 2, 12	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: The Shady Brook Science Goal Team will plan and implement a Science Family Engagement Night Strategy's Expected Result/Impact: 3% increase in scores Staff Responsible for Monitoring: Language Acquisition Coach, Instructional Coach, Administrators, 3-6 Science Teachers Title I: 2.4, 2.6, 4.2 Problem Statements: Demographics 4 - Student Learning 1, 2, 12	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: 7% of African American 5th graders met the grade level standard on 2022 STAAR Science Test. Root Cause: Students show significant gaps in the formation of fossil fuels and sedimentary rocks, as well as, identifying fossils as evidence of past living organisms. These gaps were due to infrequent practice of comprehension strategies, lack of engagement, and lack of hands-on learning and labs.
Student Learning
Problem Statement 1: 33% of 5th graders met the grade level standard on the 2022 STAAR Science Test. Root Cause: infrequent practice of comprehension strategies, lack of engagement, and lack of hands-on learning and labs Problem Statement 2: 15% of 5th graders mastered the grade level standard on the 2022 STAAR Science Test. Root Cause: infrequent practice of comprehension strategies, lack of engagement, and lack of hands-on learning and labs Problem Statement 12: 7% of African American 5th graders met the grade level standard on 2022 STAAR Science Test. Root Cause: Students show significant gaps in the formation of fossil fuels and sedimentary rocks, as well as, identifying fossils as evidence of past living organisms. These gaps were due to infrequent practice of comprehension strategies, lack of engagement, and lack of hands-on learning and labs.





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

Performance Objective 3: 53% of students in 5th Grade will achieve Meets Grade level on the Reading State of Texas Assessment of Academic Readiness (STAAR) by the end of the 2022-2023 School Year.

HB3 Goal

Evaluation Data Sources: District Benchmark Assessments, Measures of Academic Progress Assessment (MAP), District Short Cycle Assessments (SCA), State of Texas Assessments of Academic Readiness (STAAR)

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement daily small group intervention with students in need of MTSS support and to reteach lowest TEKS Strategy's Expected Result/Impact: 7% increase in scores Staff Responsible for Monitoring: All Reading teachers, Instructional Specialist, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 5, 6 - Student Learning 5, 6, 13, 14	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students with daily opportunities for spiral review in order to master skills via warm-ups and exit tickets. Strategy's Expected Result/Impact: 7% increase in scores Staff Responsible for Monitoring: All Reading teachers, Instructional Specialist, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 5, 6 - Student Learning 5, 6, 13, 14	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Spiral through difficult TEKS throughout the year. Strategy's Expected Result/Impact: 3% increase in scores Staff Responsible for Monitoring: All Reading teachers Title I: 2.4, 2.6 Problem Statements: Demographics 5, 6 - Student Learning 5, 6, 13, 14	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 5: 0% of African American 5th graders mastered the grade level standard on 2022 STAAR Reading Test. Root Cause: Author's Purpose, Summarizing, Text Structure Problem Statement 6: 45% of White 5th graders met the grade level standard on the 2022 STAAR Reading Test. Root Cause: Author's Purpose, Summarizing, Text Structure
Student Learning
Problem Statement 5: 24% of 5th graders mastered the grade level standard on 2022 STAAR Reading Test Root Cause: summarizing, text evidence, text structure, author's purpose Problem Statement 6: 45% of 5th graders met the grade level standard on the 2022 STAAR Reading Test Root Cause: summarizing, text evidence, text structure, author's purpose Problem Statement 13: 0% of African American 5th graders mastered the grade level standard on 2022 STAAR Reading Test. Root Cause: Author's Purpose, Summarizing, Text Structure Problem Statement 14: 45% of White 5th graders met the grade level standard on the 2022 STAAR Reading Test. Root Cause: Author's Purpose, Summarizing, Text Structure

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: 48% of first-graders will meet grade level or above on the early reading assessment instrument by the end of the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: BAS, Progress Monitoring

Strategy 1 Details	Formative Reviews		
Strategy 1: All K-2 teachers will explicitly teach decoding strategies during whole group and small group instruction and plan for daily practice. Strategy's Expected Result/Impact: 3% increase in scores Staff Responsible for Monitoring: K-2 Reading teachers, Instructional Specialist, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 8 - Student Learning 7, 8, 16	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All K-2 teachers will implement daily small group instruction including phonics. Strategy's Expected Result/Impact: 3% increase in scores Staff Responsible for Monitoring: K-2 reading teachers, Instructional Specialist, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 8 - Student Learning 7, 8, 16	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: All K-2 teachers will participate in planning PLCs that focus on instructional strategies, lesson planning, and understanding the student objectives. Strategy's Expected Result/Impact: 3% increase in scores Staff Responsible for Monitoring: K-2 reading teachers, Instructional Specialist, Administrators 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: Demographics 8 - Student Learning 7, 8, 16	Formative		
	Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 8: 44% of African American Kindergartners scored Benchmark or Above on Reading Comprehension Test (TRC). Root Cause: decoding, phonemic awareness, phonicx, reading strategies
Student Learning
Problem Statement 7: 39% of Kindergartners did not meet Reading Comprehension Benchmark Goals Root Cause: phonemic awareness, phonics, reading strategies Problem Statement 8: 50% of 1st graders did not meet Reading Comprehension Benchmark Goals Root Cause: Decoding, phonics, and reading strategies Problem Statement 16: 44% of African American Kindergartners scored Benchmark or Above on Reading Comprehension Test (TRC). Root Cause: decoding, phonemic awareness, phonicx, reading strategies

HEB Independent School District
Shady Oaks Elementary
2022-2023 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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Goal 3: Goal Area #1 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. 10

Goals

Goal 1: Goal Area #1 Student Achievement






Success Measure: 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: By the end of the 22-23 school year, 21% of 2nd grade students will meet EOY MClass Math proficiency level at or above grade level.

HB3 Goal

Evaluation Data Sources: MClass Math

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 2nd grade teachers will implement Numerical Fluency Drills throughout the school year as designated in the 2nd grade math curriculum. Strategy's Expected Result/Impact: 3% increase on 2nd grade MClass Math scores Staff Responsible for Monitoring: 2nd grade teachers, Math Instructional Specialist and Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of 2nd grade teachers will implement "Do the Math" lessons throughout the school year as designated in the 2nd grade math curriculum. Strategy's Expected Result/Impact: 3% increase on 2nd grade MClass Math scores Staff Responsible for Monitoring: 2nd grade teachers, Math Instructional Specialist and Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of 2nd grade teachers will track all students' yearly progress and provide intervention opportunities either with the classroom teacher or math interventionist. Strategy's Expected Result/Impact: 3% increase on 2nd grade MClass Math scores Staff Responsible for Monitoring: 2nd grade teachers, Part-Time Math Interventionist, Math Instructional Specialist and Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of our families will be invited to a family Math Night in January 2023 to provide families with activities for practicing math/numeracy skills at home. Strategy's Expected Result/Impact: 3% increase on 2nd grade MClass Math scores Staff Responsible for Monitoring: 2nd grade teachers, Principal Title I: 2.4, 2.5, 2.6, 4.2 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 0% of our EL second grade students Meets Grade Level or Above on Early Childhood Numeracy and the district incremental goal is 4%. Root Cause: Lack of exposure to numerical fluency drills and lack of practice
Student Learning
Problem Statement 1: 18% of second grade students Meets Grade Level or Above on Early Childhood Numeracy and the district incremental goal is 21%. Root Cause: Lack of exposure to numerical fluency drills and lack of practice






Goal 2: Goal Area #1 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 22-23 school year, 48% of fourth grade students will earn Meets level on the STAAR Math test.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 4th grade math teachers will implement "Do the Math" lessons throughout the school year as designated in the 4th grade math curriculum. Strategy's Expected Result/Impact: 3% increase on STAAR Math Meets scores Staff Responsible for Monitoring: 4th grade math teachers, Math Instructional Specialist, Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 3	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of 4th grade math teachers will track all students' yearly progress and provide intervention opportunities either with the classroom teacher or math interventionist. Strategy's Expected Result/Impact: 3% increase on STAAR Math Meets scores Staff Responsible for Monitoring: 4th grade math teachers, Math Instructional Specialist, Math interventionist, Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 3	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of 4th grade math teachers will meet biweekly with the Language Acquisition Coach to discuss EB students' progress and ensure language acquisition strategies are being utilized in the classroom with fidelity throughout the school year. Strategy's Expected Result/Impact: 3% increase on STAAR Math Meets scores Staff Responsible for Monitoring: 4th grade math teachers, Language Acquisition Coach, Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 3	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of our families will be invited to a family Math Night in January 2023 to provide families with activities for practicing math/numeracy skills at home. Strategy's Expected Result/Impact: 3% increase on STAAR Math Meets scores Staff Responsible for Monitoring: 4th grade math teachers, Principal Title I: 2.4, 2.5, 2.6, 4.2 Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 38% of our Hispanic fourth grade students Meets Grade Level or Above on STAAR Math and the district incremental goal is 42%. Root Cause: Lack of student opportunities to practice the skills independently, lack of English language acquisition, lack of strong foundation due to math instruction in K-2
Student Learning
Problem Statement 3: 45% of fourth grade students Meets Grade Level or Above on STAAR Math and the district incremental goal is 48%. Root Cause: Lack of student opportunities to practice the skills independently, lack of English language acquisition, lack of strong foundation due to math instruction in K-2






Goal 2: Goal Area #1 Student Achievement

Success Measure: 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 22-23 school year, 44% of third grade students will earn Meets level on the STAAR Reading test.

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of third grade reading teachers will implement My Vision, Mi Vision and/or Units of Study throughout the school year as designated in the 3rd grade reading curriculum. Strategy's Expected Result/Impact: 3% increase on STAAR Reading Meets scores Staff Responsible for Monitoring: 3rd grade reading teachers, Reading Instructional Specialist and Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of 3rd grade reading teachers will track all students' yearly progress and provide intervention opportunities either with the classroom teacher or reading interventionist. Strategy's Expected Result/Impact: 3% increase on STAAR Reading Meets scores Staff Responsible for Monitoring: 3rd grade reading teachers, Full Time Interventionist, Reading Instructional Specialist and Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of 3rd grade reading teachers will meet bi-weekly with the Language Acquisition Coach to discuss EB students' progress and ensure language acquisition strategies are being utilized in the classroom with fidelity throughout the school year. Strategy's Expected Result/Impact: 3% increase on STAAR Reading Meets scores Staff Responsible for Monitoring: 3rd grade reading teachers, Language Acquisition Coach and Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of our families will be invited to a family Reading Night in November 2022 to provide families with activities for practicing literacy/reading skills at home. Strategy's Expected Result/Impact: 3% increase on STAAR Reading Meets scores Staff Responsible for Monitoring: Reading teachers, Reading Instructional Specialist, Principal Title I: 2.4, 2.5, 2.6, 4.2 Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: 41% of third grade students Meets Grade Level or Above on STAAR Reading and the district incremental goal is 44%. Root Cause: Lack of student opportunities to practice the skills independently, lack of strong foundation due to Reading instruction in 2nd grade (bilingual), teacher out on FMLA for 12 weeks beginning in March 2022.

Goal 3: Goal Area #1 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: By the end of the 22-23 school year, 38% of kindergarten students will meet EOY TRC proficiency level at or above grade level.

HB3 Goal

Evaluation Data Sources: Reading 3D

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of kindergarten teachers will implement Fountas and Pinnell Reading System or Mi Vision throughout the year as designated in the Kindergarten reading curriculum. Strategy's Expected Result/Impact: 3% increase on Kindergarten TRC scores Staff Responsible for Monitoring: Kindergarten teachers, Reading Instructional Specialist and Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 2	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of kindergarten teachers will track all students' yearly progress and provide intervention opportunities either with the classroom teacher or math interventionist. Strategy's Expected Result/Impact: 3% increase on Kindergarten TRC scores Staff Responsible for Monitoring: Kindergarten teachers, Reading Instructional Specialist and Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 2	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of kindergarten teachers will implement Heggerty throughout the year as designated in the Kindergarten reading curriculum. Strategy's Expected Result/Impact: 3% increase on Kindergarten TRC scores Staff Responsible for Monitoring: Kindergarten teachers, Part-Time Reading Interventionist, Reading Instructional Specialist and Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 2	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of our families will be invited to a family Reading Night in November 2022 to provide families with activities for practicing literacy/reading skills at home. Strategy's Expected Result/Impact: 3% increase on Kindergarten TRC scores Staff Responsible for Monitoring: Kindergarten teachers, Reading Instructional Specialist, Principal Title I: 2.4, 2.5, 2.6, 4.2 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Host a PreK Kickoff event in April 2023 to engage families of incoming PreK families to offer parents ideas to help prepare their children for school and to provide parents with information to help them understand school/district in general and learning expectations. Strategy's Expected Result/Impact: Increased literacy skills for next year's PreK students Staff Responsible for Monitoring: Pre-K Teacher, Principal Title I: 2.4, 2.5, 2.6, 4.2 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 31% of our White kindergarten students Meets Grade Level or Above on TRC and the district incremental goal is 35%. Root Cause: Phonemic Awareness and Text Comprehension

Student Learning

Problem Statement 2: 35% of kindergarten students Meets Grade Level or Above on TRC and the district incremental goal is 38%. **Root Cause:** Phonemic Awareness and Text Comprehension

HEB Independent School District
South Euless Elementary
2022-2023 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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Goal 1: Success Measure 1.1A: 100% of the students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR).	5

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: 60% of the 3rd grade students will achieve Meets Grade Level performance on the 3rd grade STAAR Math test

Evaluation Data Sources: Integrated Math Instruction

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 3rd grade Math teachers will utilize Math workshops to increase 3rd grade math performance on Math STAAR Strategy's Expected Result/Impact: Incorporate problem-solving centers from the curriculum emphasizing place value, regrouping, and borrowing into Math Workshop Teachers will utilize Formative Feedback as part of their instructional practices with fidelity Host family engagement events: Math Science Night, Grade level meeting Staff Responsible for Monitoring: Grades 3rd Math teachers Math Instructional Specialist Language Acquisition Coach Campus administrators Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Instructional Specialists - 211 - Title I, Part A - \$9,323, Part-Time Interventionists - 211 - Title I, Part A - \$2,573	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of 3rd Grade math teachers will participate in Grade level PLC meetings bi-weekly Strategy's Expected Result/Impact: Meetings will allow teachers to share learning about TEKS and align best practices in instruction. Teachers will identify current students who require interventions and create individualized plans to chart goals and progress on campus and district assessments through the use of data folders. Staff Responsible for Monitoring: Grades 3rd Math teachers Math Instructional Specialist Language Acquisition Coach Campus administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 2: In 3rd Grade 39% of the students scored below the 50th percentile on the Beginning of the year Math MAP assessment. Root Cause: Students struggle with place value and the concept of regrouping numbers which cause them to face difficulty when adding and subtracting.

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: 56% of the 5th grade students will achieve Meets Grade Level performance on the 5th grade STAAR Science test

Evaluation Data Sources: Science STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: The 5th Grade Science teacher will participate PLC meetings bi-weekly with the campus leadership team Strategy's Expected Result/Impact: Meetings will allow teachers to share learning about TEKS and align best practices in instruction. Teachers will identify current students who require interventions and create individualized plans to chart goals and progress on campus and district assessments through the use of data folders. Host family engagement events: Math Science Night, Grade level meeting Staff Responsible for Monitoring: Grades 5 Science teacher Math Instructional Specialist Campus administrators Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Specialists - 211 - Title I, Part A - \$9,323, Part-Time Interventionists - 211 - Title I, Part A - \$2,573	Formative		
	Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 5th Grade students scored 10% meets at BOY science screener Root Cause: Students need to have more hands-on learning opportunities to explore science concepts.

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: 11% of the 2nd grade students will achieve proficiency on the end of the year M-Class assessment.

Evaluation Data Sources: MAP Assessment Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The 2nd Grade teacher will participate in PLC meetings bi-weekly with the campus leadership team.</p> <p>Strategy's Expected Result/Impact: Meetings will allow teachers to share learning about TEKS and align best practices in instruction.</p> <p>Teachers will identify current students who require interventions and create individualized plans to chart goals and progress on campus and district assessments through the use of data folders.</p> <p>Host family engagement events: Math Science Night, Grade level meeting</p> <p>Staff Responsible for Monitoring: Grades 2nd Math teacher</p> <p>Math Instructional Specialist</p> <p>Language Acquisition Coach</p> <p>Campus administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: In 2nd Grade 22% of the students are falling in the intensive range for "computation" according to the M-Class Beginning of the Year test. Root Cause: Students struggle with place value and the concept of regrouping numbers which cause them to face difficulty when adding and subtracting.</p>

HEB Independent School District
Spring Garden Elementary
2022-2023 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 5

Goal 1: 73% of First Grade students will meet end-of year targets as defined by early reading assessment instrument in English on nonsense word fluency for correct letter sounds. 5

Goal 2: 25% of students will achieve Masters Grade Level on the State of Texas Assessment of Academic Readiness Math assessment in fourth grade. 6

Goals





Goal 1: 73% of First Grade students will meet end-of year targets as defined by early reading assessment instrument in English on nonsense word fluency for correct letter sounds.

Performance Objective 1: By the EOY, 73% of first grade student will achieve a Nonsense Word Fluency for Correct Letter Sounds (NWF CLS) scores at or above grade level.

HB3 Goal

Evaluation Data Sources: Reading 3D Assessment DIBELS score

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of first grade teachers will use the Heggerty instructional materials throughout the year as designated in the first grade reading curriculum. Strategy's Expected Result/Impact: Increase 3% from Kindergarten DIBELS results. Staff Responsible for Monitoring: First Grade Teachers, Reading Instructional Specialist, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Funding Sources: Instructional Specialist - 211 - Title I, Part A - \$42,806	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The interventionists will use phonemic awareness supports, games, and practice during STRIPE and additional intervention times with fidelity throughout the year. Strategy's Expected Result/Impact: 3% Increase of First Grade DIBELS NWS CLS scores.	Formative		
	Nov	Feb	June





<p>Staff Responsible for Monitoring: First Grade Teachers, Reading Instructional Specialist, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Funding Sources: Part-Time Interventionists - 211 - Title I, Part A - \$35,000</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: 25% of students will achieve Masters Grade Level on the State of Texas Assessment of Academic Readiness Math assessment in fourth grade.

Performance Objective 1: 27% of Fourth Grade students will achieve Masters on Fourth Grade STAAR math assessment.

Evaluation Data Sources: STAAR Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of Fourth Grade Math teachers will analyze Third Grade MAP, CBA, and DBA data to determine strengths/gaps in order to group students for class rotation and small group intervention most effectively for remediation. Strategy's Expected Result/Impact: 3% increase in Math Masters STAAR. Staff Responsible for Monitoring: 4th Grade Math Teacher, Math ESSER Teacher, Instructional Specialist, Administration Title I: 2.4, 2.6 - Funding Sources: Instructional Specialist - 211 - Title I, Part A - 35,000	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of 4th grade math teachers and interventionists will provide intervention using math workshops specifically focusing on mathematical fluency. Strategy's Expected Result/Impact: 3% increase in Math Masters STAAR. Staff Responsible for Monitoring: 4th Grade Math Teacher, Math ESSER Teacher, Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: ESSER Funded Part-Time Interventionists - 282 - ARP ESSER III - \$19,596, Part-Time Interventionists - 211 - Title I, Part A - \$20,000	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The 4th grade math teacher will utilize aggressive monitoring to ensure that the data collected best represents the student's knowledge of skills. Strategy's Expected Result/Impact: Data collected will allow for student's to receive real time intervention. Staff Responsible for Monitoring: Math Teacher, Administration, Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

HEB Independent School District
Stonegate Elementary
2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

The mission of Stonegate Elementary:

Connect with our family

Engage in learning

Commit to growth

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 5

Goal 1: District Goal #1: Student Achievement-- The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, instructional best practices and district-wide aligned curriculum. 5

Goal 2: District Goal #1: Student Achievement - 100% of Kindergarten, 1st and 2nd grade students will meet end of year targets defined by early reading assessment instruments in English. 10





Goals

Goal 1: District Goal #1: Student Achievement-- The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, instructional best practices and district-wide aligned curriculum.

Performance Objective 1: By the end of the 2022-2023 school year, 40% of 4th grade students will achieve Meets grade level on Math STAAR.

Evaluation Data Sources: Grade 4 STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade 4 Math Teacher 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. Strategy's Expected Result/Impact: STAAR results will improve at least 4% in Meets in comparison to last year's performance. Staff Responsible for Monitoring: Classroom teacher, Math 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: Demographics 1, 3	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Grade 4 Math Teacher will plan and effectively use the process of aggressive monitoring during independent practice to give targeted, concise feedback to every student. Strategy's Expected Result/Impact: By determining who is on track for mastering the daily objective and identifying who needs remediation, STAAR results will improve at least 4% in Meets in comparison to last year's performance. Staff Responsible for Monitoring: Classroom teacher, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 3	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Grade 4 Math Teacher will meet with have data meetings with students to review and help them track individual progress in personal learning systems using growth goals. Strategy's Expected Result/Impact: Students will meet or exceed expected growth on all district assessments and STAAR to avoid performance droppers (students going backwards). This will result in meeting or exceeding goal of at least 4% increase in Meets on STAAR. Staff Responsible for Monitoring: Classroom teacher, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 3	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: We will host family engagement nights in the Fall and Spring that will provide math activities, strategies and information for families to support student learning at home. 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, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 3	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: 14% of our African American students in Grade 4 were Meets Grade Level on STAAR Math and our performance objective goal is 41%. Root Cause: - Learning gaps in basic calculation/numerical fluency, multi-step problem solving skills, pacing of lesson with a focus on independent practice with the use of effective aggressive monitoring, teacher attendance
Problem Statement 3: 35% of our White students in Grade 4 were Meets Grade Level on STAAR Math and our performance objective goal is 41%. Root Cause: - Learning gaps in basic calculation/numerical fluency, multi-step problem solving skills, pacing of lesson with a focus on independent practice with the use of effective aggressive monitoring, teacher attendance

Goal 1: District Goal #1: Student Achievement-- The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, instructional best practices and district-wide aligned curriculum.

Performance Objective 2: By the end of the 2022-2023 school year, 40% of 3rd grade students will achieve Meets grade level on Math STAAR.

Evaluation Data Sources: Grade 3 STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade 3 Math Teacher 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. Strategy's Expected Result/Impact: STAAR results will improve at least 4% in Meets in comparison to last year's DBA Grade 2 performance. Staff Responsible for Monitoring: Classroom teacher, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Grade 3 Math Teacher will plan and effectively use the process of aggressive monitoring during independent practice to give targeted, concise feedback to every student. Strategy's Expected Result/Impact: By determining who is on track for mastering the daily objective and identifying who needs remediation, STAAR results will improve at least 4% in Meets in comparison to last year's performance. Staff Responsible for Monitoring: Classroom teacher, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Grade 3 Math Teacher will meet with have data meetings with students to review and help them track individual progress in personal learning systems using growth goals. Strategy's Expected Result/Impact: Students will meet or exceed expected growth on all district assessments and STAAR to avoid performance droppers (students going backwards). This will result in meeting or exceeding goal of at least 4% increase in Meets on STAAR. Staff Responsible for Monitoring: Classroom teacher, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
Strategy 4: We will host family engagement nights in the Fall and Spring that will provide math activities, strategies and information for families to support student learning at home. 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, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: District Goal #1: Student Achievement-- The district will demonstrate sustained growth in student achievement by ensuring learning for all students through high standards, instructional best practices and district-wide aligned curriculum.

Performance Objective 3: By the end of the 2022-2023 school year, 45% of 5th grade students will achieve Meets grade level on Math STAAR.

Evaluation Data Sources: Grade 5 STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: We will host family engagement nights in the Fall and Spring that will provide math activities, strategies and information for families to support student learning at home. 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, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Grade 5 Math Teacher will meet with have data meetings with students to review and help them track individual progress in personal learning systems using growth goals. Strategy's Expected Result/Impact: Students will meet or exceed expected growth on all district assessments and STAAR to avoid performance droppers (students going backwards). This will result in meeting or exceeding goal of at least 5% increase in Meets on STAAR. Staff Responsible for Monitoring: Classroom teacher, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 6	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Grade 5 Math Teacher will plan and effectively use the process of aggressive monitoring during independent practice to give targeted, concise feedback to every student. Strategy's Expected Result/Impact: By determining who is on track for mastering the daily objective and identifying who needs remediation, STAAR results will improve at least 5% in Meets in comparison to last year's performance. Staff Responsible for Monitoring: Classroom teacher, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Grade 5 Math Teacher 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. Strategy's Expected Result/Impact: STAAR results will improve at least 5% in Meets in comparison to last year's performance. Staff Responsible for Monitoring: Classroom teacher, Math Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 6	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 6: 45% of our Hispanic students in Grade 5 were Meets Grade Level on STAAR Math and our performance objective goal is 54%. Root Cause: - Learning gaps in basic calculation/numerical fluency, multi-step problem solving skills, pacing of lesson with a focus on independent practice with the use of effective aggressive monitoring

Goal 2: District Goal #1: Student Achievement - 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: 71% of 2nd grade students will meet or exceed EOY expectations for Reading 3D Dibels EOY Assessment.

Evaluation Data Sources: Progress Monitoring Data, Reading 3D Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher will build word reading fluency (WRF) by using Haggerty curriculum to model phonemic awareness daily. Strategy's Expected Result/Impact: 71% or more Grade 2 students will meet or exceed standards of R3D assessment. Staff Responsible for Monitoring: Teacher, Reading Instructional Specialist, Principal, Assistant Principal, ESSER Interventionist TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher will follow the district's progress monitoring schedule and collect data used to drive instruction for intervention groups. Strategy's Expected Result/Impact: 71% or more Grade 2 students will meet or exceed standards of R3D assessment. Staff Responsible for Monitoring: Teacher, Reading Instructional Specialist, Principal, Assistant Principal, ESSER Interventionist TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: We will host a family engagement night event to provide parents with information and activities to support reading comprehension, fluency and other reading strategies. Strategy's Expected Result/Impact: 71% or more Grade 2 students will meet or exceed standards of R3D assessment. Staff Responsible for Monitoring: Teacher, ELAR FE Committee Rep, Reading Instructional Specialist, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

HEB Independent School District
Trinity Lakes at West Hurst
2022-2023 Goals/Performance Objectives/Strategies



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Goals 3

Goal 1: District Goal Area #1: Student Achievement Success Measure: 1.1A. 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR). 3

Goal 2: District Goal Area #1: Student Achievement Success Measure 1.2B. 100% of Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early 6 reading assessment instruments in English or Spanish. 6

Goals





Goal 1: District Goal Area #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 22-23 school year, 47% or more fifth grade students will meet or master STAAR math (21-22 5th = 44%; 22-23 4th POR Goal 47%; 21-22 4th = 33%).

Evaluation Data Sources: 5th Grade Math STAAR
5th Grade Math DBA's
5th Grade Math CFA's
5th Grade Math Unit Tests and Quizzes

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of math teachers will strategically focus their daily lesson plans with explicit instruction of high leverage TEKS as determined and planned for through data analysis in campus PLC meetings. Strategy's Expected Result/Impact: Students demonstrate mastery of individual content standards on exit tickets and short cycle assessments contributing to a 3% gain on math DBA and STAAR. Staff Responsible for Monitoring: Teachers, IS, Admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
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 individualize instruction remediation throughout the 22-23 school year. Strategy's Expected Result/Impact: Minimum 3% gain on STAAR and increased percentage of students meeting STAAR progress measure Staff Responsible for Monitoring: Teachers, ESSER/Title Interventionist, IS, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: TLE will host a family Math Night in October 2022 to provide families with activities for practicing math skills at home. Strategy's Expected Result/Impact: Minimum 3% gain on STAAR and increased percentage of students meeting STAAR progress measure Staff Responsible for Monitoring: Teachers, Admin Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of math teachers will participate in Planning PLCs, Math Data Meetings, Instructional Planning Days, and Observation/Feedback with the Instructional Specialists and Administration Team throughout the 22-23 school year. Strategy's Expected Result/Impact: Minimum 3% gain on STAAR and increased percentage of students meeting STAAR progress measure Staff Responsible for Monitoring: Teachers, IS, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 33% of 4th grade students scored Meets on 2022 Math STAAR.. Root Cause: Teacher diagnosed with breast cancer at BOY, therefore, teacher was out for a significant amount of days. Single-step vs. multi-step problems with multiplication and division continued to be areas of weakness. Students and staff were consistently absent due to COVID-19 in January-February 2022; this caused significant gaps in learning and little remediation.
Problem Statement 2: 44% of 5th grade students scored Meets on 2022 Math STAAR. Root Cause: Students and staff were consistently absent due to COVID-19 in January-February 2022; this caused significant gaps in learning.





Goal 1: District Goal Area #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 22-23 school year, 56% or more sixth grade students will meet or master STAAR math (21-22 6th = 53%; 22-23 6th POR Goal 56%; 22-23 5th = 44%).

Evaluation Data Sources: 6th Grade Math STAAR
 6th Grade Math DBA's
 6th Grade Math CFA's
 6th Grade Math Unit Tests and Quizzes

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of math teachers will strategically focus their daily lesson plans with explicit instruction of high leverage TEKS as determined and planned for through data analysis in campus PLC meetings. Strategy's Expected Result/Impact: Students demonstrate mastery of individual content standards on exit tickets and short cycle assessments contributing to a 3% gain on math DBA and STAAR. Staff Responsible for Monitoring: Teachers, IS, Admin Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
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 individualize instruction remediation throughout the 22-23 school year. Strategy's Expected Result/Impact: Minimum 3% gain on STAAR and increased percentage of students meeting STAAR progress measure Staff Responsible for Monitoring: Teachers, ESSER/Title Interventionist, IS, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: TLE will host a family Math Night in October 2022 to provide families with activities for practicing math skills at home. Strategy's Expected Result/Impact: Minimum 3% gain on STAAR and increased percentage of students meeting STAAR progress measure Staff Responsible for Monitoring: Teachers, Admin Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of math teachers will participate in Planning PLCs, Math Data Meetings, Instructional Planning Days, and Observation/Feedback with the Instructional Specialists and Administration Team throughout the 22-23 school year. Strategy's Expected Result/Impact: Minimum 3% gain on STAAR and increased percentage of students meeting STAAR progress measure Staff Responsible for Monitoring: Teachers, IS, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 33% of 4th grade students scored Meets on 2022 Math STAAR.. Root Cause: Teacher diagnosed with breast cancer at BOY, therefore, teacher was out for a significant amount of days. Single-step vs. multi-step problems with multiplication and division continued to be areas of weakness. Students and staff were consistently absent due to COVID-19 in January-February 2022; this caused significant gaps in learning and little remediation.
Problem Statement 2: 44% of 5th grade students scored Meets on 2022 Math STAAR. Root Cause: Students and staff were consistently absent due to COVID-19 in January-February 2022; this caused significant gaps in learning.

Goal 2: District Goal Area #1: Student Achievement

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 or Spanish.

Performance Objective 1: By the end of the 22-23 school year, 54% or more second grade students will meet or exceed EOY expectations for DIBELS (21-22 = 51%).





HB3 Goal

Evaluation Data Sources: Reading 3D - Amplify - DIBELS

Progress Monitoring

Informal Teacher Observations/Anecdotal Notes

Strategy 1 Details		Formative Reviews		
Strategy 1: 100% of 2nd grade reading teachers will intentionally plan and execute the ELA curriculum components to target learning gaps throughout the year. Strategy's Expected Result/Impact: Progress Monitoring data will show growth towards the EOY goal of 54%. Staff Responsible for Monitoring: 2nd Grade Teachers, IS, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3		Formative		
		Nov	Feb	June
Strategy 2 Details		Formative Reviews		
Strategy 2: 100% of 2nd grade teachers will meet daily with targeted students during intervention time to ensure gaps are being addressed throughout the year. Strategy's Expected Result/Impact: Students are receiving individualized instruction daily and making progress towards the EOY DIBELS goal of 54%. Staff Responsible for Monitoring: 2nd Grade Teachers, ESSER/Title Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3		Formative		
		Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: TLE will host a family Reading Night in January 2023 to provide families with activities for practicing reading skills at home. Strategy's Expected Result/Impact: Students meet or exceed the EOY DIBELS goal of 54%, parents equipped with tools to support students at home Staff Responsible for Monitoring: 2nd Grade Teachers, Admin Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of 2nd-grade teachers will implement explicit and systematic phonemic awareness lessons aligned with HEB ISD curriculum throughout the 2022-2023 school year. Strategy's Expected Result/Impact: Students meet or exceed the EOY DIBELS goal of 54%. Staff Responsible for Monitoring: 2nd Grade Teachers, IS, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 57% of 2nd grade students scored Meets on 2022 TRC. Root Cause: Curriculum lacking phonemic awareness and phonics fluency (such as being able to decode nonsense words). There was a lack of focus on sight words in 21-22. Due to COVID-19 safety parameters, students struggled to gain foundational skills in early literacy because of masks.

HEB Independent School District

Viridian Elementary

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Hurst-Euleless-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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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. 6

Goal 3: 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. 8

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 2022-2023 school year, the fifth grade students will increase their math meets percentage on STAAR by 7% or higher.

Evaluation Data Sources: Gr. 5 Math STAAR
Gr. 5 Math DBA's and MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of K-6 Math Teachers will attend district instructional planning sessions after school. Strategy's Expected Result/Impact: Gr. 5 STAAR Math Meets will increase from 73% to 76%. Staff Responsible for Monitoring: Principal, Teacher Instructional Coach, K-6 Math Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Gr. 4-6 Math Teachers send home STAAR Reports to families. Principal follows up communicating to all parents to access the detail report and go over it with their student. Gr. 3-6 Math Teachers send home BOY, MOY, and EOY MAP Math Family Reports, promoting the use of Khan Academy to overcome unmastered math objectives. Students also utilize Progress Learning which is aligned with MAP results. Strategy's Expected Result/Impact: Gr. 5 STAAR Math Meets will increase from 73% to 76%. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Instructional Coach, Gr. 3-6 Math Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Following Math DBA 1, Math DBA 2, and MOY MAP, Gr. 3-6 Math Teachers will collaboratively analyze Math data and develop action plans to address any lack in student growth. Student Goals and Data Notebooks will be updated. Parents will sign off on the STAAR Power data analysis. Strategy's Expected Result/Impact: Gr. 5 STAAR Math Meets will increase from 73% to 76%. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Instructional Coach, Gr. 3-6 Math Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
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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.

Performance Objective 1: By the end of the 2022-2023 school year, the sixth grade students will increase their reading meets percentage on STAAR by 3% or higher.

Evaluation Data Sources: Gr. 6 Reading STAAR
Gr. 6 Reading DBA's, and MAP

Strategy 1 Details		Formative Reviews		
Strategy 1: 100% of K-6 ELAR Teachers will attend district instructional planning sessions after school. Strategy's Expected Result/Impact: Gr. 6 STAAR Reading Meets will increase from 75% to 78%. Staff Responsible for Monitoring: Principal, Teacher Instructional Coach, K-6 ELAR Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Nov	Feb	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Gr. 4-6 ELAR Teachers send home STAAR Reports to families. Principal follows up communicating to all parents to access the detail report and go over it with their student. Gr. 3-6 ELAR Teachers send home BOY, MOY, and EOY MAP Reading & Language Family Reports. Students also utilize Progress Learning which is aligned with MAP results. Strategy's Expected Result/Impact: Gr. 6 STAAR Reading Meets will increase from 75% to 78%. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Instructional Coach, Language Acquisition Coach, 3-6 ELAR Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Following Reading DBA 1, Reading DBA 2, and MOY Reading MAP, Gr. 3-6 Reading Teachers will collaboratively analyze Reading data and develop action plans to address any lack in student growth. Student Goals and Data Notebooks will be updated. Parents will sign off on the STAAR Power data analysis.</p> <p>Strategy's Expected Result/Impact: Gr. 6 STAAR Reading Meets will increase from 75% to 78%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Instructional Coach, Language Acquisition Coach, 3-6 ELAR Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
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Goal 3: 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 2022-2023 school year, the fifth grade students will increase their science meets percentage on STAAR by 3% or higher.

Evaluation Data Sources: Gr. 5 Science STAAR
Gr. 5 Science Pre-test, CBA's, and DBA's

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of K-6 Science Teachers will attend district instructional planning sessions after school. Strategy's Expected Result/Impact: Gr. 5 STAAR Science Meets will increase from 73% to 76%. Staff Responsible for Monitoring: Principal, Teacher Instructional Coach, K-6 Science Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Gr. 5 Science Teacher sends home STAAR Report to families. Principal follows up communicating to all parents to access the detail report and go over it with their student. Strategy's Expected Result/Impact: Gr. 5 STAAR Science Meets will increase from 73% to 76%. Staff Responsible for Monitoring: Principal, Teacher Instructional Coach, Gr. 5 Science Teacher ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Following Science CBA 1, CBA 2, DBA 1, CBA 3, and DBA 2, Gr. 5 Science Teachers will collaboratively analyze Science data and develop action plans to address any lack in student growth. Student Goals and Data Notebooks will be updated. Parents will sign off on the STAAR Power data analysis following each DBA Science Test. Strategy's Expected Result/Impact: Gr. 5 STAAR Science Meets will increase from 73% to 76%. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Instructional Coach, Gr. 5 Science Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

HEB Independent School District

Wilshire Elementary

2022-2023 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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Goal 2: Student Achievement Success Measure: 1.1 A 100% of students will achieve meets grade level on STAAR. 7

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: By the end of the 22-23 school year, 81% of 1st-grade students will achieve end-of-year standard on the Reading BAS.

HB3 Goal

Evaluation Data Sources: Intervention, Progress Monitoring Data, Reading 3D

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 1st grade ELAR teachers will implement Fountas & Pinnell Reading System throughout the year as designed in the kindergarten reading curriculum. Strategy's Expected Result/Impact: Students will increase by 5% on the grade one Reading BAS by the end of the 22-23 school year as measured by the assessment. Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Administrators Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 3	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of 1st grade ELAR teachers will follow the campus progress monitoring tracking system and timeline. Strategy's Expected Result/Impact: Students will increase by 5% on the grade one Reading BAS by the end of the 22-23 school year as measured by the assessment. Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Administrators Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of 1st grade teachers will pull intensive and strategic groups, interventionists are pulling fluid groups four times and week, and the ESSR teacher is pulling students based on the weekly grade level progress monitoring data. Strategy's Expected Result/Impact: Students will increase by 5% on the grade one Reading BAS by the end of the 22-23 school year as measured by the assessment. Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Administrators Title I: 2.6 Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of 1st grade teachers will implement targeted guided reading groups on a daily basis. Strategy's Expected Result/Impact: Students will increase by 5% on the grade one Reading BASportion by the end of the 22-23 school year as measured by the assessment. Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Host a Family Reading Night in October 2022 to provide families with books and activities for practicing comprehension reading skills at home. Strategy's Expected Result/Impact: Students will increase by 5% on the grade one portion of the Reading BAS by the end of the 22-23 school year as measured by the assessment. Staff Responsible for Monitoring: Classroom teachers, ELAR Instructional Specialist, Administrators Title I: 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hispanic student group did not meet performance objective goal for K, 1, and 2 DIBELS. Root Cause: A higher percentage of our student Hispanic population were not enrolled in an early childhood program and lacked exposure to phonemic awareness.
Student Learning
Problem Statement 3: 71% of Kinder students met the EOY TRC goal in 2022. The Performance Objective Goal for 1st grade TRC/BAS for 2023 will be 81%. Root Cause: Teachers struggle to manage the balance between TRC reading comprehension skills and DIBELS skills. Comprehension skills and difficulty answering inference level questions prevented many students from advancing to the next book level.





Goal 2: Student Achievement

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

Performance Objective 1: By the end of the 22-23 school year, 58% of 3rd grade students will achieve Meets grade level on STAAR Math.

Evaluation Data Sources: DBA, STAAR, CFA's

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of 3rd grade math teacher will attend campus math unit studies every two weeks. Strategy's Expected Result/Impact: Students will increase by 7% in Meets on the 3rd grade Math STAAR Test. Staff Responsible for Monitoring: Classroom teachers, Math IS, Administrators, Interventionists 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The 3rd grade science and social studies teacher will offer daily math intervention to support additional small group instruction. Strategy's Expected Result/Impact: Students will increase by 7% in Meets on the 3rd grade Math STAAR Test. Staff Responsible for Monitoring: Science & Social Studies teacher, Math IS, Administrators 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	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The third grade math teacher will analyze previous years data to determine hot spots and implement continuous targeted practice opportunities. Strategy's Expected Result/Impact: Students will increase by 7% in Meets on the 3rd grade Math STAAR Test. Staff Responsible for Monitoring: Classroom teacher, Math IS, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 3rd grade math teacher will implement specific daily guided math groups based upon weekly aggressive monitoring data. Strategy's Expected Result/Impact: Students will increase by 7% in Meets on the 3rd grade Math STAAR Test. Staff Responsible for Monitoring: Classroom teachers, Math IS, Administrators	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: 100% math teachers will host a family math night in the spring of 2022 to provide families with activities for practicing math skills at home. Strategy's Expected Result/Impact: Students will increase by 7% in Meets on the 3rd grade Math STAAR Test. Staff Responsible for Monitoring: Classroom teachers, Math IS, Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will utilize manipulatives during guided math groups to focus on problem solving at least twice a week. Strategy's Expected Result/Impact: Students will increase by 7% in Meets on the 3rd grade Math STAAR Test. Staff Responsible for Monitoring: Classroom teachers, Math IS, Administrators, Grade Level Interventionist Title I: 2.4, 2.6	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 55% of 2nd grade student passed the EOY 2nd grade DBA in 2022. 3rd grade Math STAAR Performance Objective Goal is 58% for 2023. A large number of students will need to make growth in order to meet the 3rd STAAR POR. **Root Cause:** Over the past 2 years, this group of students has had minimal oppoortunities to work with manipulatives, participate in guided math small groups, and participate in peer and partner-learning opportunities.

Goal 2: Student Achievement





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

Performance Objective 2: By the end of the 22-23 school year 90% of returning WLE 6th grade students will meet or exceed expected growth as measured by the 2023 Math STAAR Progress Measure. (5th 2022 Math STAAR= 62% Meets, 6th 2022 Math PO Goal= 74%)

Evaluation Data Sources: DBA, STAAR, MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: The 6th grade math teacher and IR will attend district instructional planning meetings. Strategy's Expected Result/Impact: 6th grade students will maintain or exceed progress Staff Responsible for Monitoring: Classroom teachers, Math Instructional Specialist, Math IR Teacher, Administrators 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: the 6th grade math teacher and Math IR Teacher will attend the math unit study every other week to address hot spots and instructional best practices for the unit. Strategy's Expected Result/Impact: 6th grade students maintain progress and demonstrate successful understanding of concepts on short-cycle assessments Staff Responsible for Monitoring: Classroom teacher, Math Instructional Specialist, Administrator, IR Math Teacher 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	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Host a 3rd-6th Math Family night to provide families with math instructional strategies to support students with math learning at home. Strategy's Expected Result/Impact: Increase learning and achievement of all 3rd-6th math students. Staff Responsible for Monitoring: Classroom teachers, Math IS, Admin Title I: 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	June

 No Progress
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 55% of 2nd grade student passed the EOY 2nd grade DBA in 2022. 3rd grade Math STAAR Performance Objective Goal is 58% for 2023. A large number of students will need to make growth in order to meet the 3rd STAAR POR. Root Cause: Over the past 2 years, this group of students has had minimal oppoortunities to work with manipulatives, participate in guided math small groups, and participate in peer and partner-learning opportunities.</p> <p>Problem Statement 2: 62% of 5th grade students achieved Meets on 2022 Math STAAR (2022 POR Goal = 64%). 71% of 6th grade students achieved Meets on 2022 Math STAAR (2023 POR Goal=74%). Root Cause: Students showed significant growth from 4th to 5th grade, but will have to sustain and/or increase growth from 5th to 6th grade in order to meet the performance objective.</p>

HEB Independent School District
Bedford Junior High
2022-2023 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 students will Meet or Exceed Expected Progress in Reading/ELA as reported on the Texas Academic Performance Report.

Performance Objective 1: Goal 1: 74% of 7th grade students will achieve Meets Grade Level and 57% of 7th grade students will achieve Masters Grade Level on the STAAR ELAR test.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lesson cycle is evident including DLO and closure activities while utilizing quick writes and TRTW.</p> <p>Students will utilize data folders to analyze and monitor performance and skill level. Data will be used by students to set personal ELA goals.</p> <p>Increase student exposure to non-fiction to build background knowledge necessary for literary analysis.</p> <p>Implementation of a fluency program in STAAR reading classes to improve word recognition, speed, accuracy, and comprehension. Teachers will provide students with opportunities to read and reread a range of stories and informational texts by reading on their own, partner reading, or choral reading</p> <p>Improve the sentence structure component of revision and editing through the implementation of targeted practices (POP lessons, short cycle assessments).</p> <p>Implementation of the TEA strategy (Thesis, Explanation, Author's Purpose) for writing the new Short Constructed Responses and Extended Constructive Responses. Teachers will provide scaffolded examples and graphic organizers.</p> <p>Utilize online resources such as dictionaries, spell check, and revision/editing tools to help students type essays with fluency and fluidity.</p> <p>Continued practice with the PROP strategy. Students will Preview, Read, Omit, and Prove answer choices.</p> <p>Staff Responsible for Monitoring: ELAR Dept Campus Admin</p>	Formative		
	Nov	Feb	June
			
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Goal 1: 100% of students will Meet or Exceed Expected Progress in Reading/ELA as reported on the Texas Academic Performance Report.

Performance Objective 2: Goal 3: 70% of 8th grade students will achieve Meets Grade Level and 47% of 8th grade students will achieve Masters Grade Level on the STAAR ELAR test.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lesson cycle is evident including DLO and closure activities while utilizing quick writes and TRTW.</p> <p>Students will utilize data folders to analyze and monitor performance and skill level. Data will be used by students to set personal ELA goals.</p> <p>Increase student exposure to non-fiction to build background knowledge necessary for literary analysis.</p> <p>Implementation of a fluency program in STAAR reading classes to improve word recognition, speed, accuracy, and comprehension. Teachers will provide students with opportunities to read and reread a range of stories and informational texts by reading on their own, partner reading, or choral reading</p> <p>Improve the sentence structure component of revision and editing through the implementation of targeted practices (POP lessons, short cycle assessments).</p> <p>Implementation of the TEA strategy (Thesis, Explanation, Author's Purpose) for writing the new Short Constructed Responses and Extended Constructive Responses. Teachers will provide scaffolded examples and graphic organizers.</p> <p>Utilize online resources such as dictionaries, spell check, and revision/editing tools to help students type essays with fluency and fluidity.</p> <p>Continued practice with the PROP strategy. Students will Preview, Read, Omit, and Prove answer choices.</p> <p>Staff Responsible for Monitoring: ELAR Department Campus Admin</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 1: 100% of students will Meet or Exceed Expected Progress in Reading/ELA as reported on the Texas Academic Performance Report.

Performance Objective 3: Goal 4: 78% of 9th grade students will achieve Meets Grade Level and 30% of 9th grade students will achieve Masters Grade Level on the EOC English I test.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lesson cycle is evident including DLO and closure activities while utilizing quick writes and TRTW.</p> <p>Students will utilize data folders to analyze and monitor performance and skill level. Data will be used by students to set personal ELA goals.</p> <p>Increase student exposure to non-fiction to build background knowledge necessary for literary analysis.</p> <p>Implementation of a fluency program in STAAR reading classes to improve word recognition, speed, accuracy, and comprehension. Teachers will provide students with opportunities to read and reread a range of stories and informational texts by reading on their own, partner reading, or choral reading</p> <p>Improve the sentence structure component of revision and editing through the implementation of targeted practices (POP lessons, short cycle assessments).</p> <p>Implementation of the TEA strategy (Thesis, Explanation, Author's Purpose) for writing the new Short Constructed Responses and Extended Constructive Responses. Teachers will provide scaffolded examples and graphic organizers.</p> <p>Utilize online resources such as dictionaries, spell check, and revision/editing tools to help students type essays with fluency and fluidity.</p> <p>Continued practice with the PROP strategy. Students will Preview, Read, Omit, and Prove answer choices.</p> <p>Staff Responsible for Monitoring: ELAR Dept Campus Admin</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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

Performance Objective 1: 62% of 7th grade math students will achieve "Meets Grade Level" and 37% of 7th grade math students will achieve "Masters Grade Level".

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lesson cycle is evident with effective DLO and Closure activity while utilizing quick writes.</p> <p>Students will set goals, record results, analyze individual performance, and devise plan of action to improve.</p> <p>Teachers will employ visual , vocabulary representations in the format of over-sized flashcards and anchor charts. This will be ongoing throughout each curriculum unit.</p> <p>Provide various avenues for independent practice support, using outlets such as Canvas, Fastback Hour and teacher tutorials.</p> <p>Structured talks and short quick writes.</p> <p>Furniture arrangement to foster a thinking classroom ~ De-fronting the classroom</p> <p>Vertical Learning, including Wipebooks for collaboration, Scavenger Hunts, Gallery Walks etc. (easy for teachers to check)</p> <p>Teachers will model mathematical processes and continue to encourage student participation.</p> <p>Teachers will include pencil to paper proof with all digital assignments and assessments.</p> <p>Homework is TEKS aligned according to district pacing.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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

Performance Objective 2: 61% of 8th grade math students will achieve "Meets Grade Level" and 19% of 8th grade math students will achieve "Masters Grade Level".

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Lesson cycle is evident with effective DLO and Closure activity while utilizing quick writes.</p> <p>Students will set goals, record results, analyze individual performance, and devise plan of action to improve.</p> <p>Teachers will employ visual , vocabulary representations in the format of over-sized flashcards and anchor charts. This will be ongoing throughout each curriculum unit.</p> <p>Provide various avenues for independent practice support, using outlets such as Canvas, Fastback Hour and teacher tutorials.</p> <p>Structured talks and short quick writes.</p> <p>Furniture arrangement to foster a thinking classroom ~ De-fronting the classroom</p> <p>Vertical Learning, including Wipebooks for collaboration, Scavenger Hunts, Gallery Walks etc. (easy for teachers to check)</p> <p>Teachers will model mathematical processes and continue to encourage student participation.</p> <p>Teachers will include pencil to paper proof with all digital assignments and assessments.</p> <p>Homework is TEKS aligned according to district pacing.</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








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

Performance Objective 3: 85% of Algebra students will achieve "Meets Grade Level" and 60% of Algebra students will achieve "Masters Grade Level".

Strategy 1 Details	Formative Reviews		
Strategy 1: Lesson cycle is evident with effective DLO and Closure activity while utilizing quick writes. Students will set goals, record results, analyze individual performance, and devise plan of action to improve. Teachers will employ visual , vocabulary representations in the format of over-sized flashcards and anchor charts. This will be ongoing throughout each curriculum unit. Provide various avenues for independent practice support, using outlets such as Canvas, Fastback Hour and teacher tutorials. Structured talks and short quick writes. Furniture arrangement to foster a thinking classroom ~ De-fronting the classroom Vertical Learning, including Wipebooks for collaboration, Scavenger Hunts, Gallery Walks etc. (easy for teachers to check) Teachers will model mathematical processes and continue to encourage student participation. Teachers will include pencil to paper proof with all digital assignments and assessments. Homework is TEKS aligned according to district pacing.	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 3: 100% of students will Meet or Exceed Expected Progress in Science as reported on the Texas Academic Performance Report.

Performance Objective 1: 75% of 8th grade Science students will achieve "Meets Grade Level" and 60% of 8th grade Science students will achieve "Masters Grade Level".

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will set goals, record results, analyze individual performance, and devise plan of action to improve. Teachers will utilize strategies such as structured talks, quick writes, and hands-on lessons to help students make predictions and draw conclusions with factual support. Within lesson plans, teachers are including hands-on activities and will include at least one real world situation that is relevant to their students. Staff Responsible for Monitoring: 8th Science Teachers Dept Head	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: 100% of students will Meet or Exceed Expected Progress in Science as reported on the Texas Academic Performance Report.

Performance Objective 2: 95% of 9th grade students will achieve Meets Grade Level on the EOC Biology test. 60% of 9th grade students will achieve Masters Grade Level on the EOC Biology test.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will set goals, record results, analyze individual performance, and devise plan of action to improve in their digital data folder. Teachers will utilize strategies such as structured talks, quick writes, and acting out and modeling vocabulary. Within lesson plans, teachers will include hands-on labs to help to engage our students. Staff Responsible for Monitoring: 9th Science Teachers Dept Head	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: 100% of students will Meet or Exceed Expected Progress in Social Studies as reported on the Texas Academic Performance Report.

Performance Objective 1: 74% of 8th grade social studies students will achieve "Meets Grade Level" and 42% of 8th grade social studies students will achieve "Masters Grade Level" on STAAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: Lesson cycle is evident with effective DLO and Closure activity while utilizing quick writes and structured talks. Students will practice answering short constructed response questions on a regular basis. Tests will be administered through Aware using new item types. Students will set goals, record results, analyze individual performance, and devise plan of action to improve. Teachers will look at each unit and when doing lesson plans, look at where they can connect the learning goals to present day. Write in questions that tie in learning to current events. Teachers will provide examples and regular practice of RAA. Students will learn to Read, Annotate and Analyze including proving answer choices correct or incorrect - prove why they chose the answer they did. Staff Responsible for Monitoring: 8th Social Studies Teachers Dept Head	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: 100% of students will Meet or Exceed Expected Progress in Social Studies as reported on the Texas Academic Performance Report.

Performance Objective 2: 80% of AP Human Geography students will receive a 3 or higher on the APHG exam in May.





Strategy 1 Details	Formative Reviews		
Strategy 1: Lesson cycle is evident with effective DLO and Closure activity while utilizing quick writes and structured talks. Students will practice answering FRQ style questions. Students will set goals, record results, analyze individual performance, and devise plan of action to improve. Teachers will look at each unit and when doing lesson plans, look at where they can connect the learning goals to present day. Lessons to include structured discussions leading to written responses. Write in questions that tie in learning to current events. Utilize progress checks from AP College Board in AP Classroom Staff Responsible for Monitoring: AP Human Teacher Dept Head	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: 100% of SPED students will Meet or Exceed Expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report.

Performance Objective 1: 100% of SPED students will show growth on Math STAAR .

Evaluation Data Sources: For students in Basic classes. Evaluation will occur on unit assessments. The percent correct will be measured between 1st attempt and 2nd attempt.

For students in Inclusion classes, percent correct will be measured from previous year CBA/DBA assessments.





Strategy 1 Details	Formative Reviews		
Strategy 1: Growth will be measured between 1st and 2nd attempt on Unit Exams by measuring the increase/decrease in percent correct. Staff Responsible for Monitoring: Special Education Math Teachers	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: 100% of SPED students will Meet or Exceed Expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report.

Performance Objective 2: 100% of SPED students will show growth on ELAR STAAR.

Evaluation Data Sources: Power Up will measure academic growth for students in Basic classes.

For students in Inclusion classes, CBA/DBA data will be used to measure student progress in percent correct from the previous year.





Strategy 1 Details	Formative Reviews		
Strategy 1: Power Up will measure academic growth for students in IR classes. CBA/DBA data will be used to measure academic growth for students inclusion classes. Staff Responsible for Monitoring: ELAR SPED teacher	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 6: 100% of Emerging Bilingual students will Meet or Exceed Expected Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report.

Performance Objective 1: 70% of EB students will show increase composite score on TELPAS.

Evaluation Data Sources: Progress will be monitored using Read 180 and System 44.





Strategy 1 Details	Formative Reviews		
Strategy 1: Three ESL classes for beginner and intermediate learners. In addition to 3 periods of ESL inclusion support. Structured Student Talks and Quick Writes will be a consistent strategy used across campus. Planned practice for TELPAS will be scheduled at least three times prior to the test administration. Strategy's Expected Result/Impact: System 44 and Read 180 programs will be used regularly to progress monitor Growth of EB learners. in the ESL class. Students in Gen Ed receiving ESL support will be monitored by ELA teacher and submitting data foe ESL teacher to monitor. Staff Responsible for Monitoring: ESL Teacher Campus Admin	Formative		
	Nov	Feb	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Goal 7: 100% of World Language students will Meet or Exceed Expected Progress in Interpersonal, Interpretative and Presentational Tasks as shown in the IPAs

Performance Objective 1: 100% of World Language students will Meet or Exceed Expected Progress in Interpersonal, Interpretative and Presentational Tasks as shown in the IPAs

Evaluation Data Sources: IPAs/ STAMP for Accelerated Spanish Studies





Strategy 1 Details	Formative Reviews		
Strategy 1: Some tests will be administered through Aware using new item types. Lesson cycle is evident with effective DLO and Closure activity while utilizing quick writes and structured talks. IPAs and Stamp testing Strategy's Expected Result/Impact: Formative/Summative assessments, bell ringers, exit tickets and IPAs Staff Responsible for Monitoring: LOTE Teachers	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 8: Bedford JH will offer extracurricular and enrichment opportunities for all student demographics.

Performance Objective 1: _____% of students will be engaged in clubs, organizations, enrichment activities (including Fine Arts and Sports Teams).

Evaluation Data Sources: Comprehensive list of clubs offered on campus.
Enrollment reports for extracurricular classes (Fine Arts and Athletics)

Strategy 1 Details	Formative Reviews		
Strategy 1: Fine Arts programs will conduct multiple performances of concerts during the year or submit works in a district/community competition. Athletics programs will successfully compete in games/events at minimum a _____ average. CTE courses will increase certifications by 10%. Campus clubs will hold monthly meetings/gatherings on campus. Staff Responsible for Monitoring: Elective teachers Campus Admin	Formative		
	Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

HEB Independent School District

Buinger CTE Academy

2022-2023 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.
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: 100% of graduates will be college, career ready, and/or military ready.

HB3 Goal

Evaluation Data Sources: TAPR
PEIMS military data

Strategy 1 Details	Formative Reviews		
Strategy 1: Host 3 weeknight events that include parents and students by the end of the 22-23 school year Strategy's Expected Result/Impact: Increased exposure to the Programs of Study offered in HEB ISD to students and parents Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Reformat 8th grade tours for the 22-23 school year to include engaging activities that encourage students to come to Camp Connect with their parents and increase exposure to Programs of Study Strategy's Expected Result/Impact: Increased exposure to the Programs of Study offered in HEB ISD to students and parents Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Inform counselors, and parents of students interested in a healthcare career that they receive a health credit in G10 for Principles of Health Science Strategy's Expected Result/Impact: Increase efficiency of scheduling for students so they have an open slot to continue into higher level CTE courses Staff Responsible for Monitoring: Principal, Teachers of courses that count for health credit	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2: 100% of career and technical students will pass all certification and licensure exams taken.

Evaluation Data Sources: Career and Technical Education Certification and Licensure exams.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will review the new list for A-F certifications and assess which certification is best for students in their program of study. Staff Responsible for Monitoring: Teachers and Principal	Formative		
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

HEB Independent School District
Central Junior High
2022-2023 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 all students will Meet or Exceed expected progress in Math as reported on the Texas Academic Performance Report.

Performance Objective 1: On the 7th Grade Math STAAR assessment, 83% of students will Approach standard, 58% of students will Meet standard, and 32% will Master standard.

Evaluation Data Sources: 7th Grade STAAR Math Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: - Teachers will attend all Instructional Planning Meetings - Bi-weekly PLC meetings - Teachers will implement HEB math curriculum with fidelity - Teachers will use District Common Formative - Assessments/Unit Test Assessments with fidelity as a progress monitoring tool to inform instruction Strategy's Expected Result/Impact: 3% Performance Objective gain in each area including Special Education and EB performance objectives Staff Responsible for Monitoring: Math Teachers, Assistant Principal, Principal, District Math Leaders Problem Statements: Demographics 1	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze data based on CFA unit test 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. - Quick writes - Early interventions - STAAR Math Intervention classes Strategy's Expected Result/Impact: 3% Performance Objective gain in each area including Special Education and EB performance objectives Staff Responsible for Monitoring: Math Teachers, Assistant Principal, Principal, District Math Leaders	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





Demographics

Problem Statement 1: 6% of our Special Education 7th Grade Math students Meets Grade Level or Above on STAAR and the district incremental goal is 10%. **Root Cause:** Teachers were deficient in consistently providing ample practice opportunities for students to perform algorithm steps correctly when problem solving, using pencil to paper practice, including the spiraling of previous taught concepts consistently.

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

Performance Objective 2: On the 8th Grade Math STAAR assessment, 95% of students will Approach standard, 69% of students will Meet standard, and 24% will Master standard.





Evaluation Data Sources: 8th Grade STAAR Math Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: - Teachers will attend all district Instructional Planning Meetings - Bi-weekly PLC meetings - Teachers will implement HEB math curriculum with fidelity - Teachers will use District Common Formative - Assessments/Unit Test Assessments with fidelity as a progress monitoring tool to inform instruction 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 Math Teachers, Assistant Principals, Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze data based on CBA, DBA, CFA unit test and revisit plan each six weeks to makes sure intervention groups are appropriate - Student Accountability with PDSA - Conference with students one on one to make goals - Small group intervention - STAAR Math Intervention classes - Addressing the misconceptions in the moment - Structured pair conversation - Quick writes - Practice new testing formats in the class and on unit assessments - Vocabulary support for ALL students. 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 Math Teachers, Assistant Principals, Principal	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: On the 9th Grade Algebra EOC assessment, 97% of students will Approach standard, 80% of students will Meet standard, and 62% will Master standard.





Evaluation Data Sources: 9th Grade EOC Math Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: - Teachers will attend all district Instructional Planning Meetings - - Bi-weekly PLC meetings - Teachers will implement HEB math curriculum with fidelity - Teachers will use District Common Formative Assessments/ Unit Test Assessments with fidelity as a progress monitoring tool to inform instruction Strategy's Expected Result/Impact: 3% Performance Objective gain in each area including Special Education and EB performance objectives Staff Responsible for Monitoring: Algebra I Teachers, Assistant Principals, Principal,	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze data based on CBA, DBA, CFA unit test and revisit plan each six weeks to makes sure intervention groups are appropriate - Student Accountability with PDSA - Conference with students one on one to make goals. - Small group intervention - New Alg. Pilot - Addressing the misconceptions in the moment. - Structured pair conversation - Quick writes - Practice new testing formats in the class and on unit assessments. - Vocabulary support for ALL students. - Edulastic - Thinking Classrooms	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: 100% of all students will Meet or Exceed expected progress in ELA as reported on the Texas Academic Performance Report.

Performance Objective 1: On the 7th grade STAAR ELA test 95% of students will achieve Approaches, 79% of students will achieve Meets and 55% will achieve Masters.





Evaluation Data Sources: 7th Grade STAAR ELA Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: - Teachers will attend all district Instructional Planning Meetings - Bi-weekly PLC meetings - Teachers will implement HEB ELA curriculum with fidelity - Teachers will use District CBA/DBA with fidelity as a progress monitoring tool to inform instruction Strategy's Expected Result/Impact: 3% Performance Objective gain in each area including Special Education and EB performance objectives Staff Responsible for Monitoring: 7th Grade ELA Teachers, Assistant Principals, Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: To increase student performance and engagement teachers will implement with fidelity: - PROVS - Frequent Quick Writes - Weekly SCR's - Weekly targeted intervention - Writing conferences - Silent Reading - Talk Read Talk Write - Think-Pair-Share - Structured paired conversations - Exit Tickets - Intentional warmups to target specific skills - STAAR vocabulary Strategy's Expected Result/Impact: 3% Performance Objective gain in each area including Special Education and EB performance objectives Staff Responsible for Monitoring: 7th Grade ELA Teachers, Assistant Principals, Principal	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: 100% of all students will Meet or Exceed expected progress in ELA as reported on the Texas Academic Performance Report.

Performance Objective 2: On the 8th grade STAAR ELA test 94% of students will achieve Approaches, 77% of students will achieve Meets and 54% will achieve Masters.





Evaluation Data Sources: 8th Grade STAAR ELA Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: - Teachers will attend all district Instructional Planning Meetings - Bi-weekly PLC meetings - Teachers will implement HEB ELA curriculum with fidelity - Teachers will use District CBA/DBA with fidelity as a progress monitoring tool to inform instruction 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 ELA Teachers, Assistant Principals, Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: To increase student performance and engagement teachers will implement with fidelity: PROVS - Frequent Quick Writes - Weekly SCRs - Weekly targeted intervention - Writing conferences - Silent Reading - Talk Read Talk Write - Think-Pair-Share - Structured paired conversations - Exit Tickets - Intentional warmups to target specific skills - STAAR vocabulary 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 ELA Teachers, Assistant Principals, Principal	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: 100% of all students will Meet or Exceed expected progress in ELA as reported on the Texas Academic Performance Report.

Performance Objective 3: On the 9th grade EOC English I test 89% of students will achieve Approaches, 78% of students will achieve Meets and 32% will achieve Masters.





Evaluation Data Sources: English I EOC test

Strategy 1 Details	Formative Reviews		
Strategy 1: - Teachers will attend all district Instructional Planning Meetings - Bi-weekly PLC meetings - Teachers will implement HEB ELA curriculum with fidelity - Teachers will use District CBA/DBA with fidelity as a progress monitoring tool to inform instruction Strategy's Expected Result/Impact: 3% Performance Objective gain in each area including Special Education and EB performance objectives Staff Responsible for Monitoring: 9th Grade ELA Teachers, Assistant Principals, Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: To increase student performance and engagement teachers will implement with fidelity: -Vertical alignment -Use of graphic organizers and mnemonic devices -PROVS testing strategy across all classes (including #hashtags) -Frequent skills based assessments on: inference, revising, and author's purpose -Frequent progress monitoring as a class and individually -Collaborative PLC meetings every two weeks -Adjust our intervention groups based on this data. -Align reading and ELA lessons to ensure the skills/topics compliment each other. Strategy's Expected Result/Impact: 3% Performance Objective gain in each area including Special Education and EB performance objectives Staff Responsible for Monitoring: 9th Grade ELA Teachers, Assistant Principals, Principal	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: 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 Ellevation training to all teachers - Utilize System 44/Read 180 programs with fidelity in all ESL classes - Provide Special Education Strategy training - Power-up Literacy Program/Basic Reading/Math/ No Read ink - ESL and Special Education teachers will PLC with General Education teachers Strategy's Expected Result/Impact: 3% Performance Objective gain in each area Staff Responsible for Monitoring: Principal, ESL Teachers, Special Education Teachers	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

HEB Independent School District
Eules Junior High
2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

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Goal 2: 100% of all students will Meet or Exceed expected progress in Math as reported on the Texas Academic Performance Report. 7

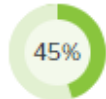
Goal 3: 96% student attendance 10





Goals

Goal 1: 100% of all students will Meet or Exceed expected progress in ELA as reported on the Texas Academic Performance Report.

Performance Objective 1: On the 7th Grade STAAR ELA test, 87% of the students will achieve Approaches, 59% of the students will achieve Meets, and 42% will achieve Masters.

Evaluation Data Sources: 7th Grade STAAR ELA Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide independent reading time for self-selected novels in Reading classes, and conduct conferences to assess comprehension and growth in reading. Focus on Short Constructed Responses (SCR) as they teach the following: Answering the question asked (finding key words), Finding text evidence to support the answer, and analyzing author's purpose to explain why the specific text evidence proves the answer. Question students as to why the author included specific text features and identify organizational structure in a text during intentional monitoring. Strategy's Expected Result/Impact: 3% gain in Performance Objectives, including SpEd performance objectives Staff Responsible for Monitoring: 7th Grade ELA Team Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
	 45%		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue






Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 13% of 7th grade Special Education students met or mastered the Reading STAAR Exam.

Goal 1: 100% of all students will Meet or Exceed expected progress in ELA as reported on the Texas Academic Performance Report.

Performance Objective 2: On the 8th Grade STAAR Reading test 89% of the students will achieve Approaches, 67% of the students will achieve Meets, and 45% will achieve Masters.


Evaluation Data Sources: 8th Grade STAAR Reading Test





Strategy 1 Details	Formative Reviews		
Strategy 1: - Incorporate/Spiral in TEKS into daily warm-ups - Utilize talk read/talk write strategy - Intentional monitoring on weekly SCR work - Inclusion teachers engaged with all students in the classroom, not just SpEd students Strategy's Expected Result/Impact: 3% gain in Performance Objectives, including SpEd Staff Responsible for Monitoring: 8th ELA Team Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: 100% of all students will Meet or Exceed expected progress in ELA as reported on the Texas Academic Performance Report.

Performance Objective 3: On the English 1 EOC test 81% of the students will achieve Approaches, 71% of the students will achieve Meets, and 30% will achieve Masters.

Evaluation Data Sources: English 1 EOC test

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Independent reading time for self selected novels in Reading class and hold individual reading conferences checking for comprehension. Utilize Fluency Reading program with fidelity, checking for increased fluency rate twice a week Small group in classroom and pull out with work in English class to focus on SCR & ECR Writing and informational text comprehension Strategy's Expected Result/Impact: 3% gain in Performance Objectives including SpEd & ESL Staff Responsible for Monitoring: 9th ELA Team Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue






Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: 32% of 9th grade Special Education students scored at the approaches grade level on the English 1 End of Course Exam Root Cause: Inclusion teacher was a long term sub and did not fully understand the inclusion concept. Lack of consistency between the SpEd classroom and the gen education classroom and Lack of resources.

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

Performance Objective 1: On the 7th Grade STAAR Math test, 85% of the students will achieve Approaches, 58% of the students will achieve Meets, and 33% will achieve Masters.

Evaluation Data Sources: 7th STAAR Math Test

Strategy 1 Details	Formative Reviews		
Strategy 1: -Special education teacher will ensure students complete all CFA's and district provided unit tests, give specific feedback & spiral in most missed questions into warm-ups -Provide interactive notes filled in packets per unit -STAAR Math Students will focus on fundamentals one day a week and building in more activities -Intentional monitoring, using One Note -Correctly completed examples on independent work Strategy's Expected Result/Impact: 5% gain in Performance Objectives Staff Responsible for Monitoring: 7th Grade Math Team Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: 9% of 7th grade Special Education math students met or mastered the STAAR test. Root Cause: Inclusion teacher was a long term sub and did not fully understand the inclusion concept.

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

Performance Objective 2: On the 8th Grade STAAR Math test, 86% of the students will achieve Approaches, 48% of the students will achieve Meets, and 13% will achieve Masters.

Evaluation Data Sources: 8th STAAR Math Test


Strategy 1 Details	Formative Reviews		
Strategy 1: -Utilize more manipulatives and activities during class -Utilize peer tutoring during class -Allowing for more wait time -Spiraling lessons -Provide interactive/foldable notes in a notebook Strategy's Expected Result/Impact: 5% gain in Performance Objectives Staff Responsible for Monitoring: 8th Math Team	Formative		
	Nov	Feb	June
	 45%		





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 3: On the Algebra EOC test, 92% of the students will achieve Approaches, 64% of the students will achieve Meets, and 48% will achieve Masters.

Evaluation Data Sources: Algebra EOC Test

Strategy 1 Details	Formative Reviews		
Strategy 1: -Spiraling old content to the current topic -Greater focus on vocabulary -More graphic organizers/anchor charts -Intentional use of cold calling to better ensure student engagement during lessons Strategy's Expected Result/Impact: 5% gain in Performance Objectives Staff Responsible for Monitoring: Algebra Team Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue






Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 17% of the 9th grade Special Education Algebra students met or mastered the Algebra End of Course Exam.

Goal 3: 96% student attendance

Performance Objective 1: 96% student attendance

Evaluation Data Sources: ADA report

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer incentives for students who have no unexcused absences Offer classroom incentives for class periods with the highest attendance rate per six weeks Utilize RAWEE to track student attendance Each Grade level Assistant principal will monitor attendance closely, work with students on strategies to improve attendance, and communicate with the parents Utilize district Truancy officer Strategy's Expected Result/Impact: Increased student academic performance Staff Responsible for Monitoring: Classroom teachers, Rebecca Arnold, Mason Griffin, Nick Cervini, Ermela Harper	Formative		
	Nov	Feb	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

HEB Independent School District

Harwood Junior High

2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Hurst-Euleless-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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Goal 2: In Math, 7th grade will have 94% of students Approach, 68% Meet, and 36% Master the passing standard on the STAAR test as reported on their Texas Academic Performance Reports (TAPR). Eighth grade will have 97% of students Approach, 74% Meet, and 31% on the STAAR test, and 9th grade will have 100% of students Approach, 90% Meet, and 80% on the Algebra 1 EOC.	5
Goal 3: In Social Studies, 8th grade will have 90% of students Approach, 70% Meet, and 50% Master the passing standard on the STAAR test as reported on their Texas Academic Performance Reports (TAPR).	6
Goal 4: In Science, 8th grade will have 100% of students Approach, 75% Meet, and 40% Master the passing standard on the STAAR test as reported on their Texas Academic Performance Reports (TAPR). Ninth grade will have 100% of students Approach, 100% Meet, and 55% on the Biology EOC.	7





Goals

Goal 1: In Reading/ELA, 7th grade will have 93% of students Approach, 77% Meet, and 60% Master the passing standard on the STAAR test as reported on their Texas Academic Performance Reports (TAPR). Eighth grade will have 95% of students Approach, 75% Meet, and 50% on the STAAR test, and 9th grade will have 90% of students Approach, 75% Meet, and 35% on the English 1 EOC.

Performance Objective 1: 70% of 8th grade students will achieve Mets Grade Level on the STAAR ELAR test. 35% of 8th grade students will achieve Masters on the STAAR ELAR test.





Evaluation Data Sources: None

Strategy 1 Details	Formative Reviews		
Strategy 1: Strategy 1 All teachers will have a focused DLO and discuss at both the start and end of each class. Students will utilize data folders to analyze and monitor performance and skill level. Data will be used by students to set personal ELA goals. Increase student exposure to non-fiction to build background knowledge necessary for literary analysis and expository writing. Improve the sentence structure component of revision and editing through the implementation of targeted practices. Utilize online resources such as dictionaries, spell check, and revision/editing tools to help students type essays with fluency and fluidity. Teachers will provide tutoring and skill reinforcement through Canvas along with programs such as No Red Ink and Quill. Student achievement will be reviewed after each CBA/DBA to check for students who need to move in/out of Reading and for the formation of students for mandatory tutoring. Strategy's Expected Result/Impact: Increase in STAAR performance. Staff Responsible for Monitoring: ELA department Administration	Formative		
	Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 2: In Math, 7th grade will have 94% of students Approach, 68% Meet, and 36% Master the passing standard on the STAAR test as reported on their Texas Academic Performance Reports (TAPR). Eighth grade will have 97% of students Approach, 74% Meet, and 31% on the STAAR test, and 9th grade will have 100% of students Approach, 90% Meet, and 80% on the Algebra 1 EOC.

Performance Objective 1: 70% of 8th grade students will achieve Mets Grade Level on the STAAR math test. 35% of 8th grade students will achieve Masters on the STAAR math test.

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers have a strategic DLO that is addressed at the start and end of every class. Students will set goals, record results, analyze individual performance, and devise plan of action to improve. Teachers will employ visual , vocabulary representations in the format of over-sized flashcards and anchor charts. This will be ongoing throughout each curriculum unit. Provide various avenues for independent practice support, using outlets such as Canvas, Fastback Hour and teacher tutorials. Teachers will model the process and continue to encourage student participation. Teachers will include pencil to paper proof with all digital assignments and assessments. Homework is TEKS aligned according to district pacing. CBA and DBA data will be used to determine which students need to move in/out of STAAR math classes as well as forming groups for mandatory tutoring. Strategy's Expected Result/Impact: Increase in STAAR performance. Staff Responsible for Monitoring: Math Department Administration	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: In Social Studies, 8th grade will have 90% of students Approach, 70% Meet, and 50% Master the passing standard on the STAAR test as reported on their Texas Academic Performance Reports (TAPR).

Performance Objective 1: 70% of 8th grade students will achieve Mets Grade Level on the STAAR history test. 35% of 8th grade students will achieve Masters on the STAAR history test.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers have a strategic DLO that is addressed at the start and end of every class.</p> <p>Students will set goals, record results, analyze individual performance, and devise plan of action to improve.</p> <p>Teachers will employ visual , vocabulary representations in the format of over-sized flashcards and anchor charts. This will be ongoing throughout each curriculum unit.</p> <p>Provide various avenues for independent practice support, using outlets such as Canvas, Fastback Hour and teacher tutorials.</p> <p>Teachers will model the process and continue to encourage student participation.</p> <p>Teachers will include pencil to paper proof with all digital assignments and assessments.</p> <p>Homework is TEKS aligned according to district pacing.</p> <p>CBA and DBA data will be used to determine which students need to move in/out of STAAR math classes as well as forming groups for mandatory tutoring.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR performance.</p> <p>Staff Responsible for Monitoring: History Department Administration</p>	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: In Science, 8th grade will have 100% of students Approach, 75% Meet, and 40% Master the passing standard on the STAAR test as reported on their Texas Academic Performance Reports (TAPR). Ninth grade will have 100% of students Approach, 100% Meet, and 55% on the Biology EOC.

Performance Objective 1: 70% of 8th grade students will achieve Mets Grade Level on the STAAR science test. 35% of 8th grade students will achieve Masters on the STAAR science test.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers have a strategic DLO that is addressed at the start and end of every class.</p> <p>Students will set goals, record results, analyze individual performance, and devise plan of action to improve.</p> <p>Teachers will employ visual , vocabulary representations in the format of over-sized flashcards and anchor charts. This will be ongoing throughout each curriculum unit.</p> <p>Provide various avenues for independent practice support, using outlets such as Canvas, Fastback Hour and teacher tutorials.</p> <p>Teachers will model the process and continue to encourage student participation.</p> <p>Teachers will include pencil to paper proof with all digital assignments and assessments.</p> <p>Homework is TEKS aligned according to district pacing.</p> <p>CBA and DBA data will be used to determine which students need to move in/out of STAAR math classes as well as forming groups for mandatory tutoring.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR performance.</p> <p>Staff Responsible for Monitoring: Science department Administration</p>	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

HEB Independent School District

Hurst Junior High

2022-2023 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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Goal 3: 100% of Hurst Junior High School Special Education students will decrease the number of Discipline Action Codes during the 2022 - 2023 school year.	9

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 7th Grade STAAR Reading test, HJH will achieve or exceed the Performance Objective Goal of 62% Meets grade level and 41% Masters grade level.





Evaluation Data Sources: 7th Grade STAAR Reading Exam.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize the Short Constructive Response (SCR) rubric to track the students' progress throughout the year; weekly check-ups and formal evaluations once each six-weeks. Strategy's Expected Result/Impact: Achieving or exceeding our Performance Objective Goal on the 2023 7th Grade STAAR Reading test. Staff Responsible for Monitoring: 7th Grade English and Reading teachers. ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: E. S. L. teachers 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. Strategy's Expected Result/Impact: Achieving or exceeding our Performance Objective Goal on the 2023 7th Grade STAAR Reading test. Staff Responsible for Monitoring: Administrators, E. S. L. teachers, E. S. L. facilitator	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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 2: On the 8th Grade STAAR Reading test, HJH will achieve or exceed the Performance Objective Goal of 66% Meets grade level and 43% Masters grade level.





Evaluation Data Sources: 8th Grade STAAR Reading Exam.

Strategy 1 Details	Formative Reviews		
Strategy 1: Interventions - intentionally target students, focus on specific TEKS and "new" question types, and track progress. Strategy's Expected Result/Impact: Students will achieve or exceed the Performance Objective Goal for the 2023 8th Grade STAAR Reading exam. Staff Responsible for Monitoring: 8th Grade English and STAAR teachers, lead teacher, administrators. ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement Rotational Interventions where students will have reading, writing and grammar sessions. Strategy's Expected Result/Impact: Students will achieve or exceed the Performance Objective Goal for the 2023 8th Grade STAAR Reading exam. Staff Responsible for Monitoring: 8th Grade English and STAAR teachers, lead teacher, administrators. ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: E. S. L. teachers 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. Strategy's Expected Result/Impact: Achieving or exceeding our Performance Objective Goal on the 2023 8th Grade STAAR Reading test. Staff Responsible for Monitoring: Administrators, E. S. L. teachers, E. S. L. facilitator	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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 3: On the 9th Grade End of Course English 1 test, HJH will achieve or exceed the Performance Objective Goal of 71% Meets grade level and 25% Masters grade level.





Evaluation Data Sources: 9th Grade English 1 End of Course Exam.

Strategy 1 Details	Formative Reviews		
Strategy 1: Interventions - intentionally target students, focus on specific TEKS and "new" question types, and track progress. Strategy's Expected Result/Impact: Students will achieve or exceed the Performance Objective Goal for the 2023 9th Grade End of Course English 1 exam. Staff Responsible for Monitoring: 9th Grade English Teachers, Lead Teacher, Administration	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will collaborate with E. S. L. teachers to implement strategies, translate assessments and establish a "push-in" schedule for inclusion work with E. B. students. Strategy's Expected Result/Impact: 9th Grade Emergent Bilingual students will demonstrate a 5% point increase at all performance levels on the 2023 English 1 End of Course exam. Staff Responsible for Monitoring: 9th Grade English Teachers, E. S. L. Teachers, Administration	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: E. S. L. teachers 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. Strategy's Expected Result/Impact: Achieving or exceeding our Performance Objective Goal on the 2023 9th Grade English 1 End of Course test. Staff Responsible for Monitoring: Administrators, E. S. L. teachers, E. S. L. facilitator	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: On the 9th Grade End of Course Algebra 1 test, HJH will achieve or exceed the Performance Objective Goal of 74% Meets grade level and 57% Masters grade level.





Evaluation Data Sources: 9th Grade End of Course Algebra 1 Exam.

Strategy 1 Details	Formative Reviews		
Strategy 1: 9th Grade Algebra 1 team established an SLO Focus aligned with the most frequently tested TEKS on the 9th Grade End of Course exam. Teachers will track progress on this focus throughout the year. Strategy's Expected Result/Impact: Algebra 1 results will meet or exceed the 2022-2023 Performance Objective Goals. Staff Responsible for Monitoring: Administrators, Math Lead Teacher, Algebra 1 Teachers.	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Hurst Jr. High will pilot one section of Intensified Algebra block to focus on our "bubble" students. Strategy's Expected Result/Impact: Algebra 1 results will meet or exceed the 2022-2023 Performance Objective Goals. Staff Responsible for Monitoring: Administrators, Lead Math Teacher, I. A. Teacher	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Algebra teachers will utilize frequently used End of Course command terms during warmups, closure, partner talks, short-burst activities and on assessments. Strategy's Expected Result/Impact: Algebra 1 results will meet or exceed the 2022-2023 Performance Objective Goals. Staff Responsible for Monitoring: Administrators, Lead Math Teacher, Algebra 1 Teachers	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: On the 7th Grade STAAR Math test, HJH will achieve or exceed the Performance Objective Goal of 50% Meets grade level and 28% Masters grade level.





Evaluation Data Sources: 7th Grade STAAR Math Exam.

Strategy 1 Details	Formative Reviews		
Strategy 1: 7th Grade Math team established an SLO Focus aligned with the most frequently tested TEKS on the 7th Grade STAAR exam. Teachers will track progress on this focus throughout the year. Strategy's Expected Result/Impact: 7th Grade Math STAAR results will meet or exceed the 2022-2023 Performance Objective Goals. Staff Responsible for Monitoring: Administrators, Lead Math Teacher, 7th Grade Math Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 7th Grade Math Teachers will utilize frequently used STAAR command terms during warmups, closure, partner talk, short-burst activities and assessments. Strategy's Expected Result/Impact: 7th Grade Math STAAR results will meet or exceed the 2022-2023 Performance Objective Goals. Staff Responsible for Monitoring: Administrators, Lead Math Teacher, 7th Grade Math Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Hurst Jr. High will implement Intervention classes which identify appropriate students and emphasize strategies associated with frequently tested TEKS. Strategy's Expected Result/Impact: 7th Grade Math STAAR results will meet or exceed the 2022-2023 Performance Objective Goals. Staff Responsible for Monitoring: Administrators, Lead Math Teacher, 7th Grade Math Teachers	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: 100% of Hurst Junior High School Special Education students will decrease the number of Discipline Action Codes during the 2022 - 2023 school year.

Performance Objective 1: Hurst Junior High School will decrease the number of Special Education Discipline Action Codes by 25%.

Evaluation Data Sources: Six-weeks SPED discipline reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Assistant Principals will individualize discipline progression for Special Education students. Strategy's Expected Result/Impact: A decrease in the number of SPED Action Codes and changes in placement. Staff Responsible for Monitoring: Administrators, Rene Riek	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Administrators will work with teachers who are sending a high volume of referrals for SPED students. Strategy's Expected Result/Impact: Help teachers with classroom management strategies to reduce the number of referrals and to change students' behavior. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

HEB Independent School District
Keys High School
2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Hurst-Euleless-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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Goal 3: Student Achivement 1.7A 95% or more of 9th grade students within each student group will graduate from high school in four years.	6

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 2022-23 school year, 55% of KEYS testers will achieve Meets on the English II STAAR EOC December and spring test.

HB3 Goal

Evaluation Data Sources: English II DBA, EOC

Strategy 1 Details	Formative Reviews		
Strategy 1: Student testers who need to pass the English II EOC will have 1 period of ELA EOC a day no later than 12 weeks prior to the December and April ELA EOC tests. Strategy's Expected Result/Impact: Students will have 310 minutes of ELA EOC prep per week. Staff Responsible for Monitoring: Vicki Glaze (ELA EOC Teacher), John Adkins (Principal) TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Quality Indicator 1.5A: 100% of graduates will be college, career and/or military ready.

Performance Objective 1: By the end of the 2022-2023 school year, 100% of KEYS graduates will have completed their Microsoft Word Certification, earning a CCMR point.

HB3 Goal

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 or 2, practice tests and the Microsoft Word Certification exam. These students will have to pass the certification test to graduate from KEYS. 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	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Student Achievement

1.7A 95% or more of 9th grade students within each student group will graduate from high school in four years.

Performance Objective 1: Increase the number of students receiving foreign language credits at Keys in order to allow the students to graduate on time with their cohort from KEYS HS.

Evaluation Data Sources: Graduation data via TAPR and OnDataSuite, Keys foreign language class enrollment

Strategy 1 Details		Formative Reviews		
Strategy 1: Due to COVID 19, in preparation for and response to the increase in number of students at KEYS HS, KEYS HS needs a full time Spanish teacher unit. This will enable students, regain and advance in their credits to allow them to graduate with their cohort. Strategy's Expected Result/Impact: Increase the number of credit deficient students the opportunity to enroll in KEYS HS and graduate on time with their cohort. Staff Responsible for Monitoring: John Adkins, Principal KEYS HS Dayna Cox, Counselor KEYS HS Marie Becker, HEB ISD Federal Programs Coordinator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction		Formative		
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

HEB Independent School District

LD Bell High School

2022-2023 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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Goal 4: 100% of campuses will provide students opportunities to participate in clubs, organizations, or enrichment activities.	7

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 22-23 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: Complete 100% of assessment analysis following each CBA to gain teacher feedback on the instructional system and to establish priorities for support. Strategy's Expected Result/Impact: Monitor student performance to goal and structure supports and intervention to meet the goal. Staff Responsible for Monitoring: Leadership Team, Department Head, and Grade level Team Instructional Leaders	Formative		
	Nov	Feb	June
			
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Goal 2: 100% of campuses and the district will achieve annual incremental gain as designated and reported through Performance Objectives.

Performance Objective 1: By the end of the 22-23 school year, 70% of the assessed performance objective measures will show a plus 1% improvement from prior year performance.






Evaluation Data Sources: HEBISD Performance Objective Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Train 100% of campus leadership including department and instructional team leaders in performance objectives. Strategy's Expected Result/Impact: Increase the number of performance objectives with growth compared to prior year. Staff Responsible for Monitoring: Campus Leadership Team	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: On 100% of assessment analysis will include a performance objective review as part of the assessment analysis process English II and U.S. History Strategy's Expected Result/Impact: Those closest to the work will understand the goal and focus areas through routine monitoring. Staff Responsible for Monitoring: Leadership Team and Department Leadership	Formative		
	Nov	Feb	June
			
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Goal 3: By the end of the 22-23 school year, 20% or more of juniors and 15% or more of seniors will participate in the IB program.

Performance Objective 1: 10% of 2022 - 2023 Sophomores will request classes in International Baccalaureate for their Junior school year.







Evaluation Data Sources: Course selection for 2022 - 2023

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: 20% 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	Formative		
	Nov	Feb	June
			
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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 Trimesters to create baseline data. Strategy's Expected Result/Impact: Create a baseline to evaluate growth in student engagement in school outside of the school day. Staff Responsible for Monitoring: Campus Leadership Team	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 20% increase in the number of active clubs and organizations engaging students Strategy's Expected Result/Impact: Provide additional opportunities for students to find a campus niche. Staff Responsible for Monitoring: Campus Leadership Team	Formative		
	Nov	Feb	June
			
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HEB Independent School District
Trinity High School
2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Hurst-Euleless-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.
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Goals 5

Goal 1: 100% of students will Meet or Exceed Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report (TAPR). 5

Goal 2: 100% of students will achieve Meets Grade Level on State of Texas Assessment of Academic Readiness (STAAR). 5

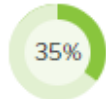
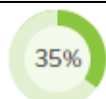







Goal 3: 90% of International Baccalaureate (IB) exams will be passed with a score of 4 or above. 6

Goals

Goal 1: 100% of students will Meet or Exceed Progress in Reading/ELA and Math as reported on the Texas Academic Performance Report (TAPR).

Performance Objective 1: By the end of the 22-23 school year, all State targets for ELA Academic Growth will be met.





Evaluation Data Sources: TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Action Steps: All Advanced Academics English II classes will introduce and practice each of the new EOC writing types at least twice each trimester. Strategy's Expected Result/Impact: At least 50% fewer students not meeting growth. Staff Responsible for Monitoring: Amy Rodriguez, Julie Darter, Mike Harris	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All English II classes will utilize the practice tests provided in Aware to practice the new EOC question types. Strategy's Expected Result/Impact: At least 50% fewer students not meeting growth. Staff Responsible for Monitoring: Amy Rodriguez, Julie Darter, Mike Harris	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Get list of 88 students that dropped from Masters to Meets to analyze for trends. Strategy's Expected Result/Impact: At least 50% fewer students not meeting growth. Staff Responsible for Monitoring: Mike Harris	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: 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 22-23 school year, at least 20% of our English 1 EOC students will meet Approaches Grade Level or better.





Evaluation Data Sources: EOC Results

Strategy 1 Details	Formative Reviews		
Strategy 1: All EOC English classes will utilize class consolidation and team teaching every day possible. Strategy's Expected Result/Impact: At least 8% increase in English 1 EOC results. Staff Responsible for Monitoring: Amy Rodriguez, Julie Darter, Mike Harris	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All EOC English classes will utilize a structured/paced schedule to train students in stamina and determination necessary to successfully complete EOC assessments. This schedule will also contain weekly reward time for successful completion. Strategy's Expected Result/Impact: At least 8% increase in English 1 EOC results. Staff Responsible for Monitoring: Amy Rodriguez, Julie Darter, Mike Harris	Formative		
	Nov	Feb	June
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Goal 3: 90% of International Baccalaureate (IB) exams will be passed with a score of 4 or above.

Performance Objective 1: At least 90% of the 22-23 IB exams will be passed with a score of 4 or better.

Evaluation Data Sources: IB performance reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Past graded student Biology HL exams will be purchased and given to teacher to analyze responses for trends. Strategy's Expected Result/Impact: At least 90% of IB Biology HL exams will score a 4 or better. Staff Responsible for Monitoring: Reni Morriss, Bill Wells, Mike Harris	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All IB Biology class exams will model the content and format of the IB assessment. Strategy's Expected Result/Impact: At least 90% of IB Biology HL exams will score a 4 or better. Staff Responsible for Monitoring: Reni Morriss, Bill Wells, Mike Harris	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: IB Chemistry teacher will complete IB course training by the end of the 2022-2023 school year. Strategy's Expected Result/Impact: At least 90% of IB Chemistry SL exams will score a 4 or better. Staff Responsible for Monitoring: Rachel Lambert, Bill Wells, Mike Harris	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Past graded student Chemistry SL exams will be purchased and given to teacher to analyze responses for trends. Strategy's Expected Result/Impact: At least 90% of IB Chemistry SL exams will score a 4 or better. Staff Responsible for Monitoring: Rachel Lambert, Bill Wells, Mike Harris	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: IB Chemistry pacing of the scope and sequence will be adjusted to ensure coverage of all tested material. Strategy's Expected Result/Impact: At least 90% of IB Chemistry SL exams will score a 4 or better. Staff Responsible for Monitoring: Rachel Lambert, Bill Wells, Mike Harris	Formative		
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			