

# Castleberry Independent School District

## Joy James Elementary School

### 2020-2021 Goals/Performance Objectives/Strategies



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# Goals





## Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

**Performance Objective 1:** In Domain I, the STAAR Performance measure will increase from 67 to 72 on the 2020 A-F Accountability Report Card.

**Evaluation Data Source(s) 1:** Student and Teacher Portfolios, Unit Assessments, Benchmarks, STAAR,

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review data at all grade levels and develop immediate action plans for targeted interventions following all assessments using data tracking systems during the PLC/RTI process.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Interventionists, Campus Academic Leader, Campus Administration	Growth in student performances and campus data				
				<b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00			
2) Provide professional learning opportunities and support that addresses targeted instructional strategies through PLCs, peer observations, development of digital portfolios and T-Tess coaching sessions.	2.5, 2.5, 2.5	Teachers, Interventionists, Campus Administration	Increased efficacy Sustainability				
				<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00			
3) Teaching, Learning and Innovation Team will meet with K-5 teams before each unit to support instructional practices targeted to improve student learning.	2.4, 2.4, 2.4, 2.6, 2.6, 2.6	TLI Team, Campus Administration, Teachers	Growth in student literacy levels and performances on all assessments				
				<b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> 199 - General Fund - 0.00			

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Ensure cross-curricular writing is occurring frequently and teachers are guided in providing quality/authentic opportunities including expanding audiences through blogging and use of various digital resources.	2.4, 2.4, 2.4, 2.6, 2.6, 2.6	Campus Academic Leader, Teachers, Principal, Assistant Principal	Increased performance in writing as measured by district writing benchmarks				
<b>Problem Statements:</b> Student Learning 1							
5) Ensure the level of rigor remains at apply or higher 50% or more of the instructional time through on-going frequent coaching/feedback meetings.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5	Campus Academic Leader, Principal, Assistant Principal	Increased level of student achievement				
<b>Problem Statements:</b> Student Learning 1							
6) Teachers will utilize I-station and Imagine Math to help reinforce skills and differentiate interventions for individual students.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Principal, Assistant Principal, Campus Academic Leader	Increased targeted and individualized interventions				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> There is an Insufficient percentage of students reaching the meets or masters level on STAAR. <b>Root Cause 1:</b> GT trainings tend to be more philosophical than practical. Rather than focusing on understanding the population, teachers need practical tools for true differentiation.
<b>Problem Statement 2:</b> There is a disconnect between formative assessment data and Unit Assessments data in which Unit Assessments results are lower than other assessment data predict they should be. <b>Root Cause 2:</b> Teachers need to strengthen ability to utilize formative data and interventions similar to the process of 'Conceptual Refinement'. Earlier and more targeted interventions must occur.

**Goal 1:** Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

**Performance Objective 2:** In Domain 1, the college, career, and military readiness measure will increase from 82 to 91 on the 2021 A-F Accountability Report Card

**Evaluation Data Source(s) 2:** CCMR Spreadsheet and Data Suite

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will continue to develop and demonstrate self-management, self-awareness, social-awareness, interpersonal, and decision-making skills through implementation of The Leader In Me social emotional learning program.	2.5, 2.5, 2.5	Counselor, Teachers, Campus Administration	Decreased discipline referrals  Increase in students using appropriate social skills outside of school				
2) Provide classroom instruction, extra-curricular programs and various campus project based learning opportunities that promote community and global connectedness.	2.5, 2.5, 2.5	Teachers, Club Sponsors, Counselor, Librarian, Campus Administration, Campus Academic Leader	Increase in relevant instructional activities which engage students  Increase in students using appropriate social skills outside of school				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
3) Implement a system for tracking progress and impact of the Social Emotional Learning (SEL) program.		Counselor, Teachers, Club Sponsors	Stronger fidelity to the program  Increase in students using appropriate social skills inside and outside of school				
4) Highlight college and career opportunities, including Military services, at six weeks assemblies.	2.6, 2.6, 2.6	Counselor, Librarian, Campus Administration	Increased awareness of future opportunities				
<b>Funding Sources:</b> 461 - Campus Activity Fund - 0.00							
5) Host campus career day which includes Military Representation, Technology Opportunities, Tarrant County College Mobile Go Center, and college panels.	2.5, 2.5, 2.5	Counselor, Campus Administration, Teacher	Increased awareness of future college and career opportunities				
<b>Funding Sources:</b> 199 - General Fund - 0.00							


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

**Goal 1:** Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

**Performance Objective 3:** In Domain 1, the 5 year graduation rate will increase from 95.8% to 96.3% on the 2020 A-F Accountability Report Card.

**Evaluation Data Source(s) 3:** Leaver Tracking Notebook

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will take an active role in achieving and demonstrating competency in their personal learning goals throughout the year.	2.4, 2.4, 2.4, 2.6, 2.6, 2.6	Teachers, Students, Campus Administration	Increased instructional effectiveness  Student tracking of personal progress with data notebooks, student electronic portfolios, student blogs, Higher student performances in class and on all assessments				
2) Provide attendance incentives throughout the year for all grade levels.	2.6, 2.6, 2.6	Attendance Clerk, Teachers, Assistant Principal, Principal	Increased attendance rates.				
<b>Funding Sources:</b> 461 - Campus Activity Fund - 0.00							
							


**Goal 1:** Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

**Performance Objective 4:** In Domain 2, students making a year's worth of growth will increase from 70% to 73% or the relative performance score will increase from 74 to 81.


**Evaluation Data Source(s) 4:** Unit Assessments, Benchmarks, Student Artifacts, Student Portfolios, STAAR

**Summative Evaluation 4:**


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize and monitor the use of I-station and Imagine Math to ensure all students are continuously growing and needs for individualization are met.	2.4, 2.4, 2.4, 2.6, 2.6, 2.6	Campus Academic Leader, Assistant Principal, Principal	Increased achievement in reading				
2) Strengthen teacher capacity with literacy development through intentional observations and feedback by the TLI and CLT during guided reading instruction.	2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Assistant Principal, Principal, Reading Interventionist	Reading levels will show a minimum of one year's growth				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



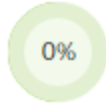



**Goal 1:** Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

**Performance Objective 5:** In Domain 3, all students and 7 out of 14 sub populations will meet the closing the gap reading and math target on the 2020 A-F Accountability Report Card.

**Evaluation Data Source(s) 5:** Unit Assessments, Benchmarks, Student Artifacts, Portfolios, Progress monitoring data sheets  
A-F Accountability Report Card

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will utilize the re-designed progress monitoring tool to ensure sub populations are closing the gap.	2.4, 2.4, 2.4	Campus Academic Leader, Assistant Principal, Principal, Teachers	Increased student achievement				
<b>Problem Statements:</b> Demographics 3 - Student Achievement 1 - Student Learning 1							
2) Ensure IEPs and all necessary information is disseminated and teachers are consulted with on best practices to support student achievement.	2.4, 2.4, 2.4, 2.6, 2.6, 2.6	Special Education Teachers, General Education Teachers	Growth in student performances on all assessments				
3) Continue to expand and strengthen a co-teach model for our Inclusion Program.		Special Education Teachers, General Education Teachers	Growth in student performances on all assessments				
4) Increase awareness of learning disabilities and tools for providing success through application of tools and skills learned through "See Me, Know Me, Be Me" sponsored by Region XI.	2.4, 2.4, 2.4, 2.6, 2.6, 2.6	General Education Teachers, Special Education Teachers, Campus Academic Leader, Interventionist, Principal, Assistant Principal, District Special Education Support Staff	Increased performance levels for SpEd students, RTI students and 504 students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 5 Problem Statements:**

### Demographics

**Problem Statement 3:** 4 out of 14 sub-populations met the Academic Achievement standard in domain 3. **Root Cause 3:** We began an intentional focus on this during the 2019-2020 school year. We will continue to develop in this area and see the results of that on the 2021 major assessments.

### Student Achievement

**Problem Statement 1:** There is a disconnect between formative assessment data and CBA data in which CBA results are lower than other assessment data predict they should be. **Root Cause 1:** Teachers need to strengthen ability to utilize formative data and interventions similar to the process of 'Conceptual Refinement'. Earlier and more targeted interventions must occur.

### Student Learning

**Problem Statement 1:** There is an Insufficient percentage of students reaching the meets or masters level on STAAR. **Root Cause 1:** GT trainings tend to be more philosophical than practical. Rather than focusing on understanding the population, teachers need practical tools for true differentiation.

**Goal 1:** Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

**Performance Objective 6:** In Domain 3, all students and 12 out of 12 sub populations will meet the academic growth targets.

**Evaluation Data Source(s) 6:** Progress Monitoring Sheet, Unit Tests, Benchmarks, A-F Accountability Rating,

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain use of effective PLCs to analyze data and develop instruction based on identified needs of under-performing sub populations.	2.4, 2.4, 2.4	Campus Academic Leader, Assistant Principal, Principal, Teachers	Maintenance of Domain 3 Growth Status				
<b>Problem Statements:</b> Demographics 3							
2) Increase teacher awareness and intentional focus on data in regards to meeting State expectations in Domain 3.		Campus Academic Leader, Principal, Assistant Principal, TLI members	Increased student performance on all assessments				
<b>Problem Statements:</b> Demographics 3							

**Performance Objective 6 Problem Statements:**


Demographics
<b>Problem Statement 3:</b> 4 out of 14 sub-populations met the Academic Achievement standard in domain 3. <b>Root Cause 3:</b> We began an intentional focus on this during the 2019-2020 school year. We will continue to develop in this area and see the results of that on the 2021 major assessments.

**Goal 1:** Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

**Performance Objective 7:** In Domain 3, English Learners will continue to meet or exceed the TELPAS Target.

**Evaluation Data Source(s) 7:** TELPAS, writing benchmarks, Unit Tests

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Sheltered Instruction and provide support for teachers with developing vocabulary and language development during instructional delivery and student independent work periods.	2.4, 2.4, 2.4, 2.6, 2.6, 2.6	Teachers, Campus Academic Leader, Principal, Assistant Principal, TLI members	Increased student achievement				
<b>Problem Statements:</b> Demographics 3							
2) Teachers will utilize the progress monitoring tool to ensure the ELL sub population is closing the gap.	2.4, 2.4, 2.4	Teachers, Campus Academic Leader, Principal, Assistant Principal	Increased achievement of ELL students				
<b>Problem Statements:</b> Demographics 3							
3) Intentionally add focus to TELPAS data during all student reviews such as RTI, 504 meetings and PLC data reviews.		Teachers, Campus Academic Leader, Principal, Assistance Principal, TLI members	Increased academic performance for ELL Learners in all areas and on the TELPAS				
<b>Problem Statements:</b> Demographics 3							
							

**Performance Objective 7 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> 4 out of 14 sub-populations met the Academic Achievement standard in domain 3. <b>Root Cause 3:</b> We began an intentional focus on this during the 2019-2020 school year. We will continue to develop in this area and see the results of that on the 2021 major assessments.

**Goal 1:** Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

**Performance Objective 8:** In Domain 3, all students and 5 out of 8 sub populations will meet the closing the gap for student success target on the 2020 A-F Accountability Report Card.

**Evaluation Data Source(s) 8:** Progress Monitoring Sheet, Unit Test, Benchmarks, A-F Accountability Rating

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will use the progress monitoring tool to analyze unit data and develop instruction and intervention with a focus on increasing performance in Approaches, Meets, and Masters standards.	2.4, 2.4, 2.4, 2.6, 2.6, 2.6	Campus Academic Leader, Principal, Assistant Principal	Increased achievement				
<b>Problem Statements:</b> Student Learning 1							

**Performance Objective 8 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> There is an Insufficient percentage of students reaching the meets or masters level on STAAR. <b>Root Cause 1:</b> GT trainings tend to be more philosophical than practical. Rather than focusing on understanding the population, teachers need practical tools for true differentiation.

## Goal 2: Facilitate Engagement through Effective Communication

**Performance Objective 1:** Establish a clear brand identity for the campus by increasing participation in all district-level electronic communications from the previous school year.

**Evaluation Data Source(s) 1:** Facebook, Twitter, Instagram, YouTube, School Messenger, District Website, and Canvas Analytics

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will be responsible for maintaining their web pages and Digital Portfolio which provide academic information and digital resources for students and parents throughout the year.		CAL, Principal, Assistant Principal, Teachers	Increased community and parent awareness, support and involvement				
<b>Funding Sources:</b> 199 - General Fund - 0.00							

**Goal 2:** Facilitate Engagement through Effective Communication

**Performance Objective 2:** School Climate Surveys will indicate positive connections between campuses and their communities.

**Evaluation Data Source(s) 2:** Administrator, Teacher, Student, and Parent School Climate Surveys

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to increase awareness and community partnership through participation in campus activities and programs that promote interdependence and appreciation for all stakeholders.		Counselor, Club Sponsors, Teachers	Increased community and parent awareness, support and involvement				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
							

**Goal 2:** Facilitate Engagement through Effective Communication

**Performance Objective 3:** Employee surveys will indicate campus internal communications are rated satisfactory.

**Evaluation Data Source(s) 3:** Employee Communications Surveys

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain consistent and timely information through the campus weekly blog and master calendar.		Principal, Assistant Principal, Campus Academic Leader, Counselor, Secretary	Strong, timely communication and participation from all stakeholders				



**Goal 2:** Facilitate Engagement through Effective Communication

**Performance Objective 4:** Incorporate survey findings from the Leader In Me, Measurable Results Assessment.

**Evaluation Data Source(s) 4:** Measurable Results Assessment for LIM campuses.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Lighthouse Committee and Action Teams will have effective and regular meetings in order to implement strategic and systematic processes for achieving academic and social emotional learning goals.	2.5, 2.6	Lighthouse Team, Action Teams, Principals, Assistant Principal, Campus Academic Leader	Increased percentage of students achieving academic and social emotional learning goals				
<b>Problem Statements:</b> School Processes & Programs 1							

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> The Lighthouse Committee and Action Teams need to have effective and regular meetings so that we are more strategic and have systematic processes in place for achieving academic and social emotional learning goals. <b>Root Cause 1:</b> Based on feedback from the CLT and new Lighthouse Committee, shared leadership among the staff and students is limited due to lack of time and organization of action teams under the LIM guidelines..

### Goal 3: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

**Performance Objective 1:** Continue to be fiscally responsible and maintaining a healthy budget and fund balance while sustaining current equipment and planning for future needs over the next five years.

**Evaluation Data Source(s) 1:** Master Plan Data (Long Range Replacement Purchases/ Frequency)

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a fundraising strategy to support the continuation of Leader in Me.		Principal	Increased funds to support campus initiatives				

**Goal 3:** Optimize Resources to Sustain and Enhance Effective and Efficient Operations

**Performance Objective 2:** Promote and maintain a safe and healthy environment that fosters security and wellness at school and district events for all students, staff and the community on a daily basis.

**Evaluation Data Source(s) 2:** Campus Safety Reports (Monthly), General Inspection Checklists (Quarterly), Positive Proof Data, Police Department Data (Citations, Arrests/ Notification of Arrests, etc.)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue the development of the 7 Habits of Highly Effective People/Happy Kids to maintain a strong campus environment with a focus on individual leadership & character traits.	2.5, 2.5, 2.5	Campus Academic Leader, Assistant Principal, Principal, Teachers	Maintenance of a strong safe environment with a focus on leadership				
<b>Problem Statements:</b> Perceptions 1							
2) Complete and refine safety drills with debrief meetings/notes from the Campus Safety Team.		Safety Team, Campus Principal, Assistant Principal	Increased effectiveness of safety precautions, increased safety				
							

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> There is a discrepancy between student and adult (teacher) perceptions regarding student empowerment. <b>Root Cause 1:</b> We need a more clear and common definition of what empowerment means and/or looks like, and to implement more intentional and explicit opportunities for students to contribute their voice in the decision-making process and feel they are making a difference.

**Goal 3:** Optimize Resources to Sustain and Enhance Effective and Efficient Operations

**Performance Objective 3:** Increase and optimize resources to sustain and enhance campus operations including teacher retention by at least 5%.

**Evaluation Data Source(s) 3:** Teacher retention rate and staff salaries

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide teachers with leadership opportunities to maintain a strong culture that values shared vision and shared leadership.		Campus Academic Leader, Assistant Principal, Principal	Maintenance of a strong campus culture and high teacher morale				

## Goal 4: Increase Participation in Parent and Family Engagement Activities

**Performance Objective 1:** Increase the use of parent input to drive extracurricular activities and campus events.

**Evaluation Data Source(s) 1:** Parent Survey Feedback

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement the use of surveys to gather parent feedback regarding campus events for the purpose of using the feedback to make changes that increase parent participation.	3.2, 3.2	Campus Academic Leader, Assistant Principal, Principal, Campus Leadership Team	Increased parent participation				

**Goal 4:** Increase Participation in Parent and Family Engagement Activities

**Performance Objective 2:** Provide increased opportunities for parents to participate interactively and/or view campus activities through the use social media posts, live broadcasts and virtual opportunities

**Evaluation Data Source(s) 2:** Survey feedback, media/technology usage reports

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide 2 campus-wide parent learning opportunities via a live broadcast or virtual opportunity.	3.1, 3.1, 3.2, 3.2	Counselor, Principal, Campus Academic Leader	Increased parental involvement and awareness of our school community				
							

## Goal 5: Increase Performance in Early Childhood and CCMR: HB3 Board Goals

**Performance Objective 1:** The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 29% to 41% by June 2024.

**Evaluation Data Source(s) 1:** Unit Assessments, Curriculum-Based Assessments, Benchmarks, Progress Monitoring and STAAR

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the percent of PreK students that score on grade level or above in Reading on the CIRCLE Progress Monitoring Assessment from 26% to 50% by June 2024.	2.4, 2.6	Campus Academic Leader, Assistant Principal, Principal, Teachers	Increased percentage of students entering kindergarten on or above grade level				
<b>Problem Statements:</b> Student Learning 1							
2) Increase the percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA from 78% to 90% by June 2024.	2.4, 2.6	Campus Academic Leader, Assistant Principal, Principal, Teachers	Increased percentage of students entering 1st grade on or above grade level				
<b>Problem Statements:</b> Student Learning 1							
3) Increase the percent of students that score on grade level or above in Reading on the TPRI/Tejas Lee from 79% to 91% for 1st Grade and from 83% to 95% for 2nd Grade by June 2024.	2.4, 2.6	Campus Academic Leader, Assistant Principal, Principal, Teachers	Increased percentage of students entering 2nd and 3rd grade on or above grade level				
<b>Problem Statements:</b> Student Learning 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:


Student Learning
<b>Problem Statement 1:</b> There is an Insufficient percentage of students reaching the meets or masters level on STAAR. <b>Root Cause 1:</b> GT trainings tend to be more philosophical than practical. Rather than focusing on understanding the population, teachers need practical tools for true differentiation.

**Goal 5:** Increase Performance in Early Childhood and CCMR: HB3 Board Goals

**Performance Objective 2:** The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 29% to 41% by June 2024.

**Evaluation Data Source(s) 2:** Unit Assessments, Curriculum-Based Assessments, Benchmarks, Progress Monitoring and STAAR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the percent of PreK students that score on grade level or above in math on the CIRCLE Progress Monitoring assessment from 83% to 91% by June 2024.	2.4, 2.6	Campus Academic Leader, Assistant Principal, Principal, Teachers	Increased percentage of students entering kindergarten on or above grade level				
<b>Problem Statements:</b> Student Learning 1							
2) Increase the percent of Kindergarten students that score on level or above in math from 87% to 95% by June 2024.	2.4, 2.6	Campus Academic Leader, Assistant Principal, Principal, Teachers	Increased percentage of students entering 1st grade on or above grade level				
<b>Problem Statements:</b> Student Learning 1							
3) Increase the percent of students that score on level or above in math from 92% to 96% for 1st Grade and from 86% to 94% for 2nd Grade by June 2024.	2.4, 2.6	Campus Academic Leader, Assistant Principal, Principal, Teachers	Increased percentage of students entering 2nd and 3rd grade on or above grade level				
<b>Problem Statements:</b> Student Learning 1							
							

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> There is an Insufficient percentage of students reaching the meets or masters level on STAAR. <b>Root Cause 1:</b> GT trainings tend to be more philosophical than practical. Rather than focusing on understanding the population, teachers need practical tools for true differentiation.