

Fort Bend Independent School District

Colony Meadows Elementary

2024-2025 Goals/Performance Objectives/Strategies



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Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2025, Colony Meadows Elementary will improve math instruction through the implementation of professional learning communities and curriculum implementation as evidence through the indicators of success.

Indicators of Success: Indicators of Success:

LEAD Measures
PLC:

By October 2024, K- 5th math teachers will participate in professional learning on implementing the guided math model and how math tasks should align to the level of rigor required by the TEKS.

By November 2024, K- 5th math teachers will participate in professional learning on embedding and using higher level questioning strategies to improve math problem solving during both small group and whole group instruction.

By December 2024, K - 5th math teachers will calibrate with their grade level at least twice using the Student Data Analysis Protocol to ensure understanding among math teachers regarding unpacking the TEKS and consistent alignment of curriculum implementation.

By January 2025, K - 5th math teachers will calibrate in vertical teams to review the vertical alignment of the math TEKS and discuss the priority standards by grade level.

Curriculum Implementation:

By September 2024, walk-through and T-TESS data will indicate guided math instruction is occurring in 100% of all K-5th classrooms.







From September 2024 through April 2025, each administrator will complete 4 walkthroughs per week in K-5th math classrooms to ensure math instruction aligns to the curriculum and individualized goal setting and progress monitoring in math is occurring.

LAG Measures

By January 2025, the percentage of students showing growth in math on MAPP will increase 3% from BOY to MOY.

By May 2025, the percentage of students showing growth in math on MAPP will increase 5% from BOY to EOY.

By May 2025, the combined percentages of 3rd - 5th grade will increase from 90% to 92% on the Math STAAR test.

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC meetings to review K - 5th student performance and identified areas of targeted math instruction will be held at least once per nine weeks.</p> <p>Strategy's Expected Result/Impact: By October 2024, core content teachers will participate in professional learning on embedding and using higher level questioning strategies to improve comprehension of math word problems during both small group and whole group instruction.</p> <p>By January 2025, the percentage of students showing growth in math on MAP will increase 3% from BOY to MOY.</p> <p>By May 2025, the percentage of students showing growth in math on MAP will increase 5% from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Administration and math specialist</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>Funding Sources: - 199 General Fund - \$250</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All GT teachers will participate in professional learning on GT Learning Plans, individualized goal setting, and progress monitoring towards goal attainment.</p> <p>Strategy's Expected Result/Impact: By October 2024, all GT teachers will have participated in professional learning on GT Learning Plans, individualized goal setting, and progress monitoring.</p> <p>By December 2024, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.</p> <p>By February 2025, 100% of the GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.</p> <p>By May 2025, 100% of GT teachers will facilitate the implementation and completion of Innovation Hour for GT students.</p> <p>Staff Responsible for Monitoring: Administration and COGS</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>Funding Sources: - 199 General Fund - \$200</p>	Formative			Summative
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Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By May 2025, Colony Meadows will improve the effectiveness of science instruction through professional learning communities and curriculum implementation as evidenced through the indicators of success.








Indicators of Success: By September 2024, walk-through and 5x5 data will indicate hand-on science instruction is occurring to the rigor of the TEKS in all K-5th classrooms.

By October 2024, K-5th science teachers will meet in their grade level PLC to review the expectations of the science storyboard to ensure consistent implementation is occurring in all grade levels.

By December 2024, K-5 science teachers will use the science lab at least 2 time a semester.

By December 2024, 3rd - 5th science teachers will meet in their grade level PLC and use the Student Data Analysis protocol to disaggregate MAP and/or District Learning Assessment data to identify areas of reteaching and intervention in science.

By March 2025, 5th grade teachers will meet in their grade level PLC and use the Student Data Analysis protocol to disaggregate STAAR Interim Data.

Strategy 1 Details	Reviews			
Strategy 1: Professional learning on K - 5 science and tools will be conducted throughout the year. Staff Responsible for Monitoring: Administration, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 General Fund - \$200	Formative			Summative
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Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

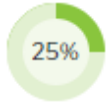


Performance Objective 3: By May 2025, Colony Meadows will improve the the effectiveness of literacy instruction through professional learning communities and curriculum implementation as evidenced through the indicators of success.



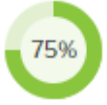




Indicators of Success: By October 6, 2024, K-5th ELAR teachers will participate in a PLC meeting to review student performance in literacy and identify targeted areas of enrichment for Tiger Time.

By December 15, 2024, K-5th ELAR teachers will participate in a PLC meeting to review student performance in literacy and adjust identified targeted areas of enrichment for Tiger Time.

By March 8, 2025, K-5th ELAR teachers will participate in a PLC meeting to review student performance in literacy and adjust identified targeted areas of enrichment for Tiger Time.

By May 1, 2025, K-5th ELAR teachers will participate in a PLC meeting to review student performance in literacy and adjust identified targeted areas of enrichment for Tiger Time.

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC meetings to review K - 5th student performance and identified areas of targeted literacy instruction will be held at least once per nine weeks.</p> <p>Strategy's Expected Result/Impact: By November 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and identify targeted areas of enrichment for Husky Huddle.</p> <p>By December 15, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and adjust identified targeted areas of enrichment for Tiger Time.</p> <p>By March 8, 2025, K-5th teachers will participate in a PLC meeting to review student performance in literacy and adjust identified targeted areas of enrichment for Tiger Time.</p> <p>By May 1, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and adjust identified targeted areas of enrichment for Tiger Time.</p> <p>By October 2024, K - 5th Literacy teachers will participate in professional learning on embedding and using higher level questioning strategies to improve comprehension of the text during both small group and whole group instruction.</p> <p>By January 2025, the percentage of students showing growth in literacy on MAPP will increase 3% from BOY to MOY.</p> <p>By May 2025, the percentage of students showing growth in literacy on MAPP will increase 5% from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Administration, Literacy Intervention Teacher</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>Funding Sources: - 199 General Fund - \$1,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional learning on K - 3 phonics practices and tools will be conducted throughout the year.</p> <p>Strategy's Expected Result/Impact: By September 2024, walk-through and T-TESS data will indicate daily phonics instruction is occurring in all K-3rd classrooms.</p> <p>Beginning October 2024, all K-3rd teachers will differentiate the apply portion of their grade level phonics lessons for their individual classrooms.</p> <p>By December 2024, K - 3rd literacy teachers will calibrate with their grade level at least twice to ensure consistent phonics implementation is being implemented during the literacy instructional block.</p> <p>By March 2025, K - 3rd literacy teachers will calibrate with their grade level at least once to ensure consistent phonics implementation is being implemented during the literacy instructional block.</p> <p>Staff Responsible for Monitoring: Administrators and Literacy Intervention Teacher</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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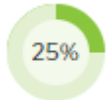


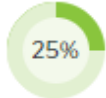


Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 4: By June 2025, Colony Meadows will improve tier I instruction as it relates to supporting emergent bilingual students through professional learning on designing tier one instruction that allows access to the content, progress monitoring EB performance on formative and summative assessments, and targeted language development opportunities in order to close the academic achievement gap between emergent bilingual and non-emergent bilingual students as evidenced through the indicators of success.

Indicators of Success: By May 2025, CME will increase the percentage of 5th grade EB students meeting program reclassification by three percent. The LPAC administrator, EL Specialist, and classroom teacher will monitor the progress of EB students using TELPAS, STAAR Interim ELA results, and through ongoing ELA PLC teacher discussion of their EB student.

By May 2025, CME will increase the percentage of EB students moving from approaches grade level to meets grade level and from meets grade level to masters grade such that the percent gap in performance between EB and non-EB students is not larger than ten percent at third and fourth grades and is smaller than five percent by fifth grade. The leadership team will meet every six weeks to review formative and summative assessment data, with attention paid to special student population performance. The EL Specialist will use the results to build capacity in content-based language instruction for teachers whose EB students are in danger of not meeting this indicator.

By May 2025, CME will increase the percentage of EB students achieving one level of growth on TELPAS composite such that 90-100 percent of second graders improve one level and 50 percent of third grade, 60 percent of fourth grade, and 70 percent of fifth grade EB students rate as advanced high composite.

Strategy 1 Details	Reviews			
Strategy 1: Professional Learning. Provide professional learning during campus and district development days, PLCs, and through second language acquisition coaching in accordance with the campus's yearlong professional learning plan as it relates to supporting emergent bilingual students. Strategy's Expected Result/Impact: There will not be a gap wider than 12% between EBs and non-EBs in academic achievement on campus, district, and state assessments. Staff Responsible for Monitoring: LPAC Administrator, EL Specialist, classroom teacher ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Targeted Language Development Opportunities. Implement differentiated sentence stems, to increase the use of academic language across content areas through structured conversation. Professional learning will be provided to all staff regarding the implementation of structured conversations in tier one instruction. Staff Responsible for Monitoring: LPAC Administrator, Math Specialist, Reading Interventionist, EL specialist, and classroom teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				



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Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, Colony Meadows Elementary will improve social emotional learning for students through the implementation of PBIS practices and professional learning as evidenced through discipline indicators

Indicators of Success: By September 2024, Colony Meadows Elementary will have a Wellness Committee that meets at least 4 times per year to promote school wide wellness events. Wellness tips to the community and staff will be included in the CME Newsletter at least 4 times per year.

By September 2024, 95% of Colony Meadows teachers will participate in professional learning on PBIS strategies and understanding how to teach behavior expectations to students.

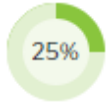






By May 2025, 95% of Colony Meadows teachers will have participated in professional learning on the impact and improvement that effective implementation of positive behavior supports played on student emotional engagement.

By December 2024, 95% of Colony Meadows teachers will participate in professional learning on Learner Dispositions as well as how to increase positive student emotional engagement with peer support.

By January 2025, 75% of Colony Meadows teachers will embed Learner Dispositions into a lesson at least once per week.

By May 2025, 90% of Colony Meadows teachers will embed Learner Dispositions into a lesson at least once per week.

By May 2025, CME will reduce the number of behavior referrals by 15% (37 to 32 referrals).

Strategy 1 Details	Reviews			
<p>Strategy 1: Colony Meadows Elementary will incorporate a multi-tiered system of supports for positive behavior practices, including but not limited to respect agreements, Guidelines for Success, and guidance lessons.</p> <p>Strategy's Expected Result/Impact: By September 2023, 95% of Colony Meadows teachers will participate in professional learning on PBIS strategies and understanding how to teach behavior expectations to students.</p> <p>By October 2023, the Colony Meadows will conduct Tiger Buck Store for all grade levels each nine weeks.</p> <p>By May 2024, 95% of Colony Meadows teachers will have participated in professional learning on the impact and improvement that effective implementation of positive behavior supports played on student emotional engagement.</p> <p>By May 2025, CME will reduce the number of behavior referrals by 15% (37 to 32 referrals).</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 General Fund - \$2,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				
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Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement