

Fort Bend Independent School District

Glover Elementary

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

Glover Elementary Mission Statement:

Glover Elementary exists to empower young minds to embrace creativity and exploration; to flourish academically, socially and emotionally.

Fort Bend ISD Mission Statement:

FBISD exists to inspire and equip all students to pursue futures above what they can imagine.

Vision

Glover Elementary Vision Statement:

To provide a nurturing learning environment through innovative practices that will instill confidence, responsibility, and lifelong learning.

Fort Bend ISD Vision Statement:

FBISD continuously improves teaching and learning by developing effective staff and building scalable systems.

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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 2024 Glover will improve the effectiveness of Tier 1 and Tier 2 instruction for all students (GT, SPED/504, LEP, Eco Dis, etc.) by the improved implementation of aligned curriculum, real-life and authentic learning experiences and consistent targeted interventions as indicated by our indicators of success.







Indicators of Success: Formative Indicators of Success:

- * Increase student growth on REN360 from BOY to MOY at/above benchmark in literacy performance by 10% for all students.
- * Increase student growth on REN360 from BOY to MOY at/above benchmark in mathematics performance by 10% for all students.
- * Increase in implementation of aligned Tier 1 instruction for all students as evidenced by campus walkthrough rubric.
- * Increase in implementation of aligned Tier 2 interventions and enrichment for all students as evidenced by campus walkthrough rubric.
- * Increase in students performance in campus common assessments in students achieving Approaches and above by 5% for each assessment.
- * By December 2023, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, service projects).

Summative Indicators of Success

- * Increase student growth on REN360 from MOY to EOY at/above benchmark in literacy performance by 10% for all students.
- * Increase student growth on REN360 from MOY to EOY at/above benchmark in mathematics performance by 10% for all students.
- * Increase in implementation of aligned Tier 1 instruction for all students as evidenced by campus walkthrough rubric.
- * Increase in implementation of aligned Tier 2 interventions and enrichment for all students as evidenced by campus walkthrough rubric.
- * Increase in students performance in campus common assessments in students achieving Approaches and above by 5% for each assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement effective PLC protocols that focus on curriculum clarity and alignment, analyzing student work and student data and creation and review of formative and summative assessments.</p> <p>Strategy's Expected Result/Impact: Improved curriculum alignment and Tier 1 instruction, improvement in student work meeting the medium to high level of expectation and increased Common Assessment scores.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional coaches.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</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			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Consistent implementation of best practices and impactful resources both hard copy and electronic in delivering effective small group instruction during Reading and Math blocks and Tier 2 interventions in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in reading and math as documented in teacher's small group binder, Ren360 and IReady levels.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 Title I-A - \$8,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: By December 2023, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, mini projects, service projects).</p> <p>Strategy's Expected Result/Impact: Increased opportunities for GT student's engagement in enrichment activities.</p> <p>Staff Responsible for Monitoring: GT administrator, teachers, club sponsors</p> <p>Title I: 2.4, 2.5, 2.6</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 4</p> <p>Funding Sources: - 199 General Fund SCE - \$1,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: As shown in the 2023 student survey expressed a low degree to which they were able to engage in academic conversation and peer to peer feedback opportunities. Root Cause: Teachers need to strengthen their ability to effectively plan for and incorporate purposeful talk protocols instruction.</p>

Student Learning

Problem Statement 3: The expectation for the use of instructional model for Tier 1 and planned enrichment, interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas. **Root Cause:** Mini lessons were not always short robust and explicit within the instructional model. Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of mini lessons, small groups, and interventions were not consistently aligned with the student needs and setting high expectations

Problem Statement 4: A low percentage of GT and Vistas students engaging in authentic project based student selected learning experiences. **Root Cause:** Teachers lack of knowledge in progressed based learning and enrichment opportunities.

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 June 2024, Glover Elementary will improve culture and climate through effective implementation of PBIS and student ownership of behavior framework as evidence through the indicators of success.







Indicators of Success: Formative Indicators of Success:

- * By October 31st 60% of teachers would have documentation of conducting two SEL lessons per month.
- *By October 31st evidence of classroom PBIS systems as evidenced by classroom walk throughs at a level of 60%.
- *By December 2023 evidence of student's setting and tracking their focus behavior goal at a level of 60%
- *Fall PBIS SAS staff survey will indicates at least 50% of teachers reporting the ability to apply behavior intervention strategies to positively redirect disruptive classroom behaviors.

Summative Indicators of Success:

- * By May 2024 80% of teachers would have documentation of conducting two SEL lessons per month.
- *By May 2024 evidence of classroom PBIS systems as evidenced by classroom walk throughs at a level of 80%.
- *By May 2024 evidence of student's setting and tracking their focus behavior goal at a level of 80%
- *EOY PBIS SAS staff survey will indicates at least 70% of teachers reporting the ability to apply behavior intervention strategies to positively redirect disruptive classroom behaviors.

Strategy 1 Details	Reviews			
<p>Strategy 1: Region IV will provide teachers in-depth training ' Insuring Positive and Productive Classrooms through Relationships' and support for implementation of PBIS strategies and behavior interventions during five designated PLCs. Teachers will consistently implement these five pillars of success in their classes.</p> <p>Strategy's Expected Result/Impact: Teachers implementing PBIS interventions daily to support student success. Decreased incidents of disruptive classroom behaviors.</p> <p>Staff Responsible for Monitoring: Administration, teachers, counselor, PBIS facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: - 211 Title I-A - \$1,900</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct monthly campus PBIS classroom walks to monitor effectiveness of implementation.</p> <p>Strategy's Expected Result/Impact: Increased productive instructional time, decrease in teacher reported Level 1 discipline and decreased office referrals</p> <p>Staff Responsible for Monitoring: Administrators, counselor, Instructional coaches, Region IV PBIS training</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continued focus on increasing student attendance through consistent parent communication, campus wide staff and student awareness and regular incentives.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: - 211 Title I-A - \$1,200</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: A high percentage of teacher reported limited classroom options that allow instruction to continue when students exhibit disruptive behavior. Root Cause: Campus staff lack knowledge and training in possible classroom behavior interventions.</p>

School Processes & Programs

Problem Statement 3: There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership. **Root Cause:** Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through PBIS and CHAMPS were very limited and not monitored with fidelity.

Problem Statement 4: Student attendance remains below the district goal. **Root Cause:** Low level of awareness among parents and student about the impact of low student attendance on student achievement at every grade level.

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


Performance Objective 1: By June of 2024 Glover will increase parent and community involvement through increased communication modalities. and involvement opportunities.






Indicators of Success: Formative Indicators of Success :

- * Weekly grade level Parent newsletter
- * Weekly campus Family and Community newsletter
- * Teacher - Parent communication logs
- *Parent attendance at family and school engagement events will increase by 15%

Summative Indicators of Success:

- * Weekly grade level Parent newsletter
- * Weekly campus Family and Community newsletter
- *Parent attendance at family and school engagement events will increase by 15%
- * Parent survey results will indicate a decrease in the percentage of parents rating the frequency as low of two-way communication with the school staff and families from 23% to 15%.

Strategy 1 Details	Reviews			
<p>Strategy 1: By May 2024 teachers would have increased consistent communication regularly with parents regarding positive comments, grades, and concerns.; grade level teams will send weekly parent newsletters to inform of upcoming grade focus, content and tips for parents and the campus will send both a monthly events calendar and weekly parent newsletter.</p> <p>Strategy's Expected Result/Impact: Increased parent satisfaction and involvement in grade level and campus events.</p> <p>Staff Responsible for Monitoring: Administration, parent educator, team leaders, counselor.</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: By May 2024 Glover will have an increase in student recommended for Gifted and Talented testing. Strategy's Expected Result/Impact: Increase in identified Gifted and Talented and Vistas students. Staff Responsible for Monitoring: Teachers, Counselors, Parent Educator</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Parents reported a low level of two-way communication between staff and families. Root Cause: There has not been a tracking system to ensure that teachers are consistently communicating with parents on student academic performance and behavior.</p>

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