

# **Fort Bend Independent School District**

## **Glover Elementary**

### **2025-2026 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:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 1:** By May 2026, Glover Elementary will increase growth from 36th percentile to 46th percentile of all students taking NWEA MAP Math Growth Assessment to demonstrate at least one and a half years in math as indicated by NWEA Map Growth Measures.

**Evaluation Data Sources:** Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), etc.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 1:</b> The Professional Learning Team will focus its efforts on designing rigorous Math learning experiences, creating aligned assessments, and providing meaningful learning opportunities that incorporate real life learning experiences.<br><b>Strategy's Expected Result/Impact:</b> Growth of students performing at or above grade level from all student groups.<br><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 4 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Small Group Instruction will emphasize designing and implementing challenging, tailored learning experiences while utilizing targeted interventions to support the diverse needs of all learners.<br><b>Strategy's Expected Result/Impact:</b> Growth of students at all stages of the learning progressions and closing educational gaps<br><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 3                                                                                                                                                                                                                                                                                            | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 3:</b> Special Education teachers will meet with 4th and 5th grade PLT teams at least two times per month to analyze student data and performance aligned with IEPs, student progress monitoring and internalize best practices in small group instructional resources and strategies.<br><b>Strategy's Expected Result/Impact:</b> PLT agendas- Consistent meetings with targeted agenda items between general and special education teachers will expand content knowledge, and improvement in instructional delivery.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Instructional Coaches<br>Special Education teachers<br>General Education teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 9 | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |

### Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 3:** Tier 1 small group instruction is not differentiated to meet the diverse needs of students to impact growth in Reading. **Root Cause:** Lack of diagnostic resources to support scaffolded instruction Lack of content expertise to come up with a system to support students with significant gaps to meet grade level expectations

**Problem Statement 4:** Students' achievement scores as evidenced by MAP Growth are below grade level expectations in K-5 in Math. **Root Cause:** Lack of small group instruction based on student data that differentiates instruction. Exposing students to all components of the CRA model to build conceptual understanding.

**Problem Statement 9:** Teachers are not effectively differentiating Tier 1 instruction and intervention strategies to effectively close gaps for our Special Educations students . **Root Cause:** -Teachers may not have received sufficient training on how to differentiate instruction specifically for students with diverse needs. -Lack of collaborative planning between general education and special education teachers

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 2:** By May 2026, Glover Elementary will increase growth from 44th percentile to 54th percentile of all students taking NWEA MAP Reading Growth Assessment to demonstrate at least one and a half years in reading as indicated by NWEA Map Growth Measures.

**Evaluation Data Sources:** Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), etc.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 1:</b> The Professional Learning Team will focus its efforts on designing rigorous Reading learning experiences, creating aligned assessments, and providing meaningful learning opportunities that incorporate real life learning experiences.<br><b>Strategy's Expected Result/Impact:</b> Increase in students reading and writing on grade level<br><b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 2:</b> Small Group Instruction will emphasize designing and implementing challenging, tailored learning experiences while utilizing targeted interventions to support the diverse needs of all learners.<br><b>Strategy's Expected Result/Impact:</b> Growth of students at all stages of the learning progressions and closing educational gaps<br><b>Staff Responsible for Monitoring:</b> Administrator and Instructional Coaches<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction                                                       | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                       |           |     |     |           |

Performance Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                   |
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| <b>Problem Statement 1:</b> Students' achievement scores as evidenced by MAP Growth and MAP Reading Fluency are below grade level expectations in K-5 in Reading. <b>Root Cause:</b> Lack of depth of knowledge in foundational reading skills and how they connect to comprehension skills. Lack of consistent phonics instruction with fidelity. |

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 3:** By May 2026, Glover accelerate instruction for all student subgroups (EB, SpEd, 504, ESL, GT) as evidenced by one and a half years growth in NWEA MAP Reading and Math Growth Assessments for these subgroups.

**Evaluation Data Sources:** NWEA MAP Reading and Math Growth Assessments

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Glover PLTs will plan and implement daily Tier 1 small group, interventions and enrichment lessons designed to close gaps and accelerate learning for our GT, SpEd, EB and 504 students.<br><b>Strategy's Expected Result/Impact:</b> Increase academic success for students in our GT, SpEd, EB and 504 subgroups.<br><b>Staff Responsible for Monitoring:</b> Instructional coaches, administrators, campus interventionist<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 9                                                                                                                                                    | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers of Gifted and Talented students will incorporate at least 1 cross curricular project that integrates science, math and literacy, these projects will be mandatory for GT students.<br><b>Strategy's Expected Result/Impact:</b> Project rubrics- GT students will demonstrate increased ability to analyze, synthesize, and evaluate information across disciplines and have the opportunity for deeper engagement in their core subjects.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Instructional Coaches<br>GT teachers<br><br><b>Title I:</b><br>2.51, 2.52<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 7 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Teachers will implement daily academic discourse strategies campus will target 1 new speaking/listening strategy each 9 weeks and teachers will regularly incorporate high leverage academic vocabulary strategies.<br><b>Strategy's Expected Result/Impact:</b> EB students will increase their ability to understand and apply academic content in all core content.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Instructional coaches<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 8 |  | Formative |     |     | Summative |
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### Performance Objective 3 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Problem Statement 7:</b> Teachers are not effectively planning differentiated lessons with depth and complexity in learning experiences for Gifted and talented students. <b>Root Cause</b> : -Teachers are not well versed in a range of strategies to differentiate the instruction. -Teachers are underutilizing the resources in the curriculum to support students' needs.                                                        |
| <b>Problem Statement 8:</b> EB students do not have adequate opportunities for academic discourse to contribute to the improvement of TELPAS. <b>Root Cause:</b> -Academic discourse routines (e.g., think-pair-share, Socratic seminars) may not be consistently implemented. -                                                                                                                                                          |
| <b>Problem Statement 9:</b> Teachers are not effectively differentiating Tier 1 instruction and intervention strategies to effectively close gaps for our Special Educations students . <b>Root Cause:</b> -Teachers may not have received sufficient training on how to differentiate instruction specifically for students with diverse needs. -Lack of collaborative planning between general education and special education teachers |

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 4:** By May 2026 Glover will increase the average percentage of 3rd -5th students scoring Approaches and above on the Math STAAR from 56% to 64% and the average 3rd-5th grade students scoring Approaches and above on ELAR STAAR from 71% to 80%.

**Evaluation Data Sources:** 3rd - 5th STAAR Math and ELAR assessments

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Tier 1 Small Group Instruction will emphasize designing and implementing scaffolding learning experiences while utilizing the curriculum progression to support the closing learning gaps of all learners.<br><b>Strategy's Expected Result/Impact:</b> Growth of all students at all levels of the learning progression.<br><b>Staff Responsible for Monitoring:</b> Administration, Instructional coaches<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                      |           |     |     |           |

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By May 2026 Glover Elementary will increase the perception of meaningful community involvement in school events, campus decision making and student support programs to foster a stronger partnership between families, communities and the school by 5% as evidenced by the campus climate survey.

**Evaluation Data Sources:** Parent and Staff climate survey

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Glover Elementary will increase the number of family centered events that encourage the involvement of the larger Glover community and foster an active collaborative culture.<br><b>Strategy's Expected Result/Impact:</b> Establishment of ongoing partnerships with local organizations and families that contribute resources, mentorship, and enrichment opportunities for our campus that allows students and families a broader network of support.<br><b>Staff Responsible for Monitoring:</b> Parent Educator, administrator, ILT<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1 |  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> The school counselor will teach weekly character education and social emotional learning lessons for all students targeted to help students identify and incorporate positive character and behavior traits.<br><b>Strategy's Expected Result/Impact:</b> Teacher and student surveys, reduction in campus disruptive classroom behaviors<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Campus Counselor<br><br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1                                                                                                                |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Glover will host a Family Wellness activity each semester that provides opportunities for our families to learn about fitness activities and health eating<br><b>Strategy's Expected Result/Impact:</b> Increase Glover families access to information about incorporating healthy lifestyle routines<br><b>Staff Responsible for Monitoring:</b> Parent Educator<br>PE teacher<br>ABL teacher<br>Administrators<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
| <b>Strategy 4:</b> Increase the number of afterschool enrichment choices by adding additional club opportunities<br><b>Strategy's Expected Result/Impact:</b> Increased overall student engagement and positive school outlook<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Club sponsors<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 2                                                                                                                          | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                 |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Problem Statement 1:</b> Students are increasingly struggling with emotional regulation, ineffective coping strategies, and unresolved peer conflicts, signaling that current SEL, conflict resolution, and mental health supports are either lacking or inconsistently implemented. <b>Root Cause:</b> There is a lack of consistent access to social-emotional learning (SEL) instruction, insufficient mental health support systems, and the absence of structured programs to build emotional resilience and coping strategies are compounded by teachers' perceived time constraints within the daily instructional schedule, limiting the effective implementation of these supports. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> There is a lack of consistent parent involvement in academic and school activities. <b>Root Cause:</b> -Parents may not feel confident in supporting academic content or may believe they lack the skills to contribute meaningfully. -Parents' work schedules and transportation constraints conflict with school events and communication opportunities, limiting availability.                                                                                                                                                                                                                                                                                   |

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| <b>Perceptions</b>                                                                                                                                                                                |
| <b>Problem Statement 2:</b> Few students are involved in extracurricular enrichment opportunities <b>Root Cause:</b> Students and parents do not have enough information on extracurricular clubs |

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 2:** By May 2026 Glover Elementary will increase our yearly average student attendance to 95% by increased student tracking , student attendance incentives and increased parent education about the importance of regular student attendance.

**Evaluation Data Sources:** Weekly district attendance summary

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <b>Strategy 1:</b> The campus attendance committee will implement monthly attendance competitions and incentives.<br><b>Strategy's Expected Result/Impact:</b> Increase student attendance<br><b>Staff Responsible for Monitoring:</b> Administrators<br>ADA clerk<br>Attendance committee<br><br><b>Title I:</b><br>2.52<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 3 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 3:</b> Overall attendance decreased from the 2023-2024 school year. <b>Root Cause:</b> Some families face barriers that impact their ability to consistently support daily student attendance, such as transportation challenges, work schedules, or limited awareness of the importance of regular attendance. |

**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** By May 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.

**Evaluation Data Sources:** Monthly budget reports, CPAC minutes incl. discussion of budgeted items, etc.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <b>Strategy 1:</b> The budget manager will hold semi monthly budget update meetings with the campus Executive Assistant and the Title 1 coordinator.<br><br><b>Strategy's Expected Result/Impact:</b> Ensuring the campus budget expenditures are aligned with the campus goals and CIP and that campus funds are managed efficiently.<br><br><b>Staff Responsible for Monitoring:</b> Principal, Executive Assistant<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                             |           |     |     |           |