

# Fort Bend Independent School District

## Glover Elementary

### 2024-2025 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 April 2025 Glover 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 rigorous 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:







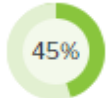


- \* Increase student growth on the MAPS universal screener from BOY to MOY for students at all proficiency levels in Reading performance by 75%.
- \*Increase in consistent implementation of aligned Tier 1 instruction for all students as evidenced by campus walkthrough rubric.
- \*Increase in consistent implementation of aligned Tier 2 interventions and enrichment for all students as evidenced by campus walkthrough results.
- \*At least 60% of students will score at the proficient level on ELAR and Math content skill check data.

Summative Indicators of Success

- \* Increase student growth on the MAPS universal screener from MOY to EOY for students at all proficiency levels in Reading performance by 10%.
- \* Increase student growth on REN360 from MOY to EOY for students at all proficiency levels in Reading performance 10%.
- \*Increase in implementation of aligned Tier 1 instruction for all students as evidenced by campus walkthrough results.
- \*Increase in implementation of aligned Tier 2 interventions and enrichment for all students as evidenced by campus walkthrough results
- \*At least 60% of students will score at the proficient level on ELAR and Math content skill check data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLCs will focus on key components of effective Tier 1 RLA and Math instruction, especially learning progressions and developing high quality learner activities at all progression levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students achieving at the proficiency level in campus, district and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional coaches.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 5</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Decrease in student achievement gaps in reading and math as documented in teacher's small group binder, MAPS and campus skill check data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> - 211 Title I-A - \$8,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By October 2025, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., UIL academics, clubs, mini projects, service projects).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for GT and Vista student's engagement in enrichment activities.</p> <p><b>Staff Responsible for Monitoring:</b> GT administrator, campus Champion of Gifted Students, UIL academics coordinator, GT teachers, club sponsors.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> - 199 General Fund SCE - \$1,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All GT students will engage in a content aligned mini project each 9 weeks to improve the overall performance of GT students by allowing choice and in-depth student exploration. All teachers with GT or Vista students will engage in at least professional learning activities per semester to expand their expertise in serving and growing GT and Vista students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have expanded opportunities for growing their research and presentation skills.</p> <p><b>Staff Responsible for Monitoring:</b> GT champion, administration, Instructional Coaches</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will implement daily phonics instruction for at least 15 - 25 minutes per day using the district's curriculum resources to increase literacy rates by at least 1.5 year's growth on MAP and 10% STAAR by the EOY.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve students' Reading results in MAP assessments, District Learning Assessments, Interim and campus and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The Leadership team will develop a campus calendar that indicates dedicated time for ongoing job-embedded professional development focused on effective differentiated instruction to meet the needs of all students including Special Education and Emergent Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of effective instructional strategies in Tier 1 and Tier 2 instruction and building teacher capacity in differentiating instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional coaches and teacher leaders</p> <p><b>Title I:</b> 2.4, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> </ul>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 2:** A low percentage of students at grade level Reading proficiency at all grade level. **Root Cause:** Low levels of training and inconsistent implementation in delivering effective Phonics and Tier 1 small group reading instruction.

**Problem Statement 3:** Inconsistent implementation of effective Tier 1 small group differentiated instruction at all grade levels. **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 project based learning and enrichment opportunities.

**Problem Statement 5:** A low percentage of students at all grade levels are performing at the Meets and Masters level of STAAR Reading, Math and Science. **Root Cause:** Teachers need to strengthen their ability to fully implement the curriculum at the appropriate level of rigor and plan for regular lesson extensions and enrichments as needed.

**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, 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 September 30th the school counselor will have conducted 3 character lessons per grade level through the ancillary classes.
- \*By September 6th evidence of classroom behavior expectations and PBIS systems being consistently implemented as evidenced by classroom walk throughs at a level of 80%.
- \*Fall PBIS SAS staff survey will indicate at least 60% of teachers reporting the ability to successfully apply behavior intervention strategies to positively redirect disruptive classroom behaviors.
- \*By December 2025 the school counselor and PBIS interventionist would have each held two small group SEL cohorts.

Summative Indicators of Success:

- \* By February 2025 the school counselor of teachers would have documentation of conducting S3 spring counseling character lessons through the ancillary classes.
- \*By February 21st evidence of classroom behavior expectations and PBIS systems being consistently implemented as evidenced by classroom walk throughs at a level of 100%.
- \*EOY PBIS SAS staff survey will indicates at least 80% of teachers reporting the ability to apply behavior intervention strategies to positively redirect disruptive classroom behaviors.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ongoing Professional Learning on preventing disruptive behaviors and implementing appropriate Tier 1 behavior interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in office referrals for Tier 1 classroom behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, counselor, PBIS facilitator and PBIS interventionist.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 Title I-A - \$1,900</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct monthly campus PBIS classroom walks to monitor effectiveness of implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased productive instructional time, decrease in teacher reported Level 1 discipline and decreased office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselor, Instructional coaches, District PBIS facilitator and interventionist.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continued focus on increasing student attendance through consistent parent communication, campus wide staff and student awareness and regular incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> - 211 Title I-A - \$1,200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>June</b>
				
<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:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> A high percentage of teachers reported instruction disrupted by Tier 1 and Tier 2 student behaviors. <b>Root Cause:</b> Lack of teacher knowledge and implementation of a variety of Tier 1 and Tier 2 behavior interventions.</p>



## School Processes & Programs

**Problem Statement 3:** 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 May of 2025 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
- \* December 18, 2025, 100% of teachers will have uploaded Fall Parent communication logs with at least 4 parent contacts per student.
- \*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
- \* By May 9 2025, 100% of teachers will have uploaded Spring Parent communication logs with at least 4 parent contacts per student.
- \*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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By May 2025 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><b>Strategy's Expected Result/Impact:</b> Increased parent satisfaction with the level of regular communication they receive regarding their child's academic and behavioral progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, parent educator, team leaders, counselor.</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Glover will host a fall and spring community wellness activity and Brighter Bites parent nutrition activities, to increase awareness of health and well-being and its impact on student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: By January 2025 Glover will have at least 30 parents attend the fall Wellness event and the Brighter Bites seminar. Summative: By May 2025 Glover will double the parent and community participation in both the Wellness and Brighter Bites events.</p> <p><b>Staff Responsible for Monitoring:</b> Wellness champion, Brighter Bites representative, parent educator, administration</p> <p><b>Title I:</b> 4.1, 4.2</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Parents reported a low level of two-way communication between staff and families regarding student academic expectations and progress. <b>Root Cause:</b> Lack of consistency in sending weekly grade level newsletters, lack of an effective parent contact tracking system.</p>

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