

# Fort Bend Independent School District

## Goodman Elementary

### 2019-2020 Goals/Performance Objectives/Strategies



# **Mission Statement**

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

Goodman Elementary School, in partnership with its children, families and community, is committed to the mission of FBISD to "inspire and equip our students to pursue futures beyond what they can imagine" by providing quality instruction and challenging learning experiences in a safe and orderly environment.

## **Vision**

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Goodman Elementary is dedicated to FBISD's vision of continuously improving teaching and learning by developing effective staff and building scalable systems.

## **Value Statement**

Every Student, Every Chance, Every Day!

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# Goals



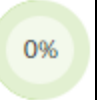


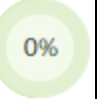
## Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 1:** Goodman Elementary will implement a system to support the use of Professional Learning Communities in the area of planning instruction, interventions, student work analysis, adult learning (PDs), and assessment design.

**Evaluation Data Source(s) 1:** Universal Screener, CFAs Benchmarks, TELPAS

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) ELA bilingual teachers will receive professional development support with language objectives and ELPs throughout the school year.	2.4, 2.6	Admin, literacy coach, bilingual interventionist	Improve student performance on STAAR, TELPAS, Universal Screener				
	<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 211 Title I-A - 9000.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) All ELA teachers will receive ongoing training in balanced literacy components and TEK unpacking to support at risk students through extended planning, long range planning, Impact Teams, and PLCs.	2.4, 2.6	Admin, literacy coach, bilingual interventionist	Improve student performance on STAAR, TELPAS, Universal Screener				
	<b>Problem Statements:</b> Student Academic Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) 1st-5th grade students will participate in after school reading tutorials in the fall and spring semester.	2.4, 2.5, 2.6	Admin, literacy coach, ELA teachers.	Improve reading performance for all students.				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 211 Title I-A - 13000.00						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) 1st-2nd grade students will participate in small group interventions from September-May. 3rd-5th grade students will participate in small group and flexible grouping interventions from September-May.	2.4, 2.5, 2.6	Admin, teacher leaders, coaches, interventionists	Improve reading performance for all students.				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 211 Title I-A - 6097.76						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) SPED staff will attend conferences and differentiated professional development sessions to learn about current instructional practices and laws to best support SPED students.	2.4, 2.6	CCC, Principal	Improve instructional practices for SPED students. Improve SPED student performance in literacy.				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 211 Title I-A - 1800.00						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 6) All instructional staff will participate in quarterly video coaching to self reflect enhance and instructional practices.	2.4, 2.5, 2.6	Literacy and Math coach, Administration, Team Leads	Improve Tier 1 instruction for all students.				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 2 <b>Funding Sources:</b> 211 Title I-A - 6500.00						
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### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** The at-risk population increased from 53 to 56%. The economically disadvantaged rate increased from 62% to 80%. **Root Cause 1:** The housing market and mobility of students contributed to the change in the at-risk and economically disadvantaged population.

### Student Academic Achievement

**Problem Statement 2:** 73% of LEP students are beginner writers. **Root Cause 2:** The campus needs to help students improve language acquisition by implementing writing across the curriculum, adhere to the early exit instructional model, and implement SIOP strategies daily.

**Problem Statement 1:** Approximately 70% of the student population is under performing in reading at the masters performance level. **Root Cause 1:** The campus needs to align rigorous instruction to the ELA TEKS and enhance PLC, planning, and professional development sessions.

### School Processes & Programs



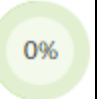


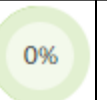


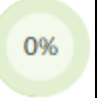


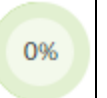
**Problem Statement 2:** The campus needs to increase the rigor and depth of PLCs for all grade level staff. **Root Cause 2:** The PLC planning protocols will need to be reviewed with staff. Roles and responsibilities will be assigned. Instructional data will be used to guide the PLC and Impact Team processes.

**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 2:** By June of 2020, Goodman will implement the formative assessment framework to include self and peer assessments, goal setting, and professional development.

**Evaluation Data Source(s) 2:** Formative assessments, TELPAS, REN360

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Writing camps will take place for all fourth grade students in the fall and spring.	2.4, 2.5, 2.6, 3.2	Literacy coach, Literacy Interventionists	Students will increase composition, revising, and editing skills.				
	<b>Problem Statements:</b> Student Academic Achievement 2 - School Processes & Programs 2						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) 4th grade writing teachers, the principal, assistant principals, bilingual interventionist, and the literacy coach will receive consultant services from Region IV.	2.4, 2.6	Administration, literacy coach, 4th grade writing teachers	Improve academic performance for 4th grade writing.				
	<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 211 Title I-A - 7000.00						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Writer's workshop will be implemented daily into the ELA block for all students.	2.4, 2.5, 2.6	Literacy coach, team leaders, administration	Increase writing performance for LEP, SPED, and at-risk students.				
	<b>Problem Statements:</b> Student Academic Achievement 2						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) 5th grade ELA and Math teachers will implement the grading pilot.	2.4, 2.5, 2.6	Administration, 5th grade math and ELA content leads, Literacy and Math Coach					
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
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## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> The at-risk population increased from 53 to 56%. The economically disadvantaged rate increased from 62% to 80%. <b>Root Cause 1:</b> The housing market and mobility of students contributed to the change in the at-risk and economically disadvantaged population.
Student Academic Achievement
<b>Problem Statement 2:</b> 73% of LEP students are beginner writers. <b>Root Cause 2:</b> The campus needs to help students improve language acquisition by implementing writing across the curriculum, adhere to the early exit instructional model, and implement SIOP strategies daily.
<b>Problem Statement 1:</b> Approximately 70% of the student population is under performing in reading at the masters performance level. <b>Root Cause 1:</b> The campus needs to align rigorous instruction to the ELA TEKS and enhance PLC, planning, and professional development sessions.
School Processes & Programs
<b>Problem Statement 2:</b> The campus needs to increase the rigor and depth of PLCs for all grade level staff. <b>Root Cause 2:</b> The PLC planning protocols will need to be reviewed with staff. Roles and responsibilities will be assigned. Instructional data will be used to guide the PLC and Impact Team processes.
<b>Problem Statement 1:</b> The campus needs to increase the level of student ownership in their learning. <b>Root Cause 1:</b> Self and Peer Assessments and Goal setting needs to become a part of the planning process, PLCs, and Impact Teams.




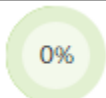
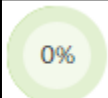
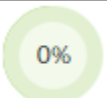












**Goal 1:** Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

**Performance Objective 3:** By June of 2020, Goodman will implement the blended learning framework and 5E model to improve technology and science performance for all students.

**Evaluation Data Source(s) 3:** STAAR, Formative Assessments, Learning Progressions

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) Teachers will implement the 5E model in science daily and attend Region IV sessions for professional development.	2.4, 2.5, 2.6	5th grade teachers, 4th grade science lead teacher, Assistant Principal	Improve science performance in learning assessments, CFAs, and the 5th grade STAAR.				
<b>Problem Statements:</b> Student Academic Achievement 3 - School Processes & Programs 2 <b>Funding Sources:</b> 211 Title I-A - 1000.00							
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) STEM instructional activities will be integrated into ancillary and science classes throughout the year.	2.4, 2.5, 2.6	Assistant Principal, Art Teacher, Lab paraprofessional, and science leads on every grade level, Science campus lead teacher	Improve science performance in learning assessments, CFAs, and the 5th grade STAAR.				
<b>Problem Statements:</b> Student Academic Achievement 3							
<b>TEA Priorities</b> Improve low-performing schools 3) Science tutorials will take place in the fall and spring for 5th grade students.	2.4, 2.5, 2.6	Assistant Principal, Math Coach, Science leads on every grade level, Science campus lead teacher	Improve science performance in learning assessments, CFAs, and the 5th grade STAAR.				
<b>Problem Statements:</b> Student Academic Achievement 3 <b>Funding Sources:</b> 211 Title I-A - 5000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools 4) All students will participate in weekly science lab sessions using the 5E model.	2.4, 2.5, 2.6	Science Leads, Assistant Principals	Improve science performance for all students.				
	<b>Problem Statements:</b> Student Academic Achievement 3						
	<b>Funding Sources:</b> 211 Title I-A - 1000.00						
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### Performance Objective 3 Problem Statements:



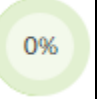


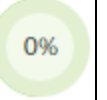


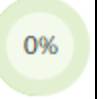
Student Academic Achievement
<b>Problem Statement 3:</b> 31% of 5th grade students are at the master's level of performance in science. <b>Root Cause 3:</b> The campus needs to align planning, PLC, and instruction with the 5E model. Students need more opportunities for lab investigations.
School Processes & Programs
<b>Problem Statement 2:</b> The campus needs to increase the rigor and depth of PLCs for all grade level staff. <b>Root Cause 2:</b> The PLC planning protocols will need to be reviewed with staff. Roles and responsibilities will be assigned. Instructional data will be used to guide the PLC and Impact Team processes.



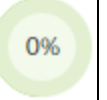


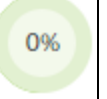




## Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

**Performance Objective 1:** By June 2020, Goodman will implement a framework of student ownership to by implementing a system for students to track and analyze academic and behavioral data and goals. Students will use learning progressions, self assessments, and peer assessments.

**Evaluation Data Source(s) 1:** Discipline data (PEIMS, Skyward), PBIS system reports, TELPAS, Formative Assessments, Progress monitoring, Universal screener

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) PBIS will be used to encourage positive behaviors school wide for students and staff.		Assistant Principals	Improve academic performance by increasing positive behaviors campus wide.				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I-A - 4000.00						
<b>TEA Priorities</b> Improve low-performing schools 2) All students will track and analyze academic and behavioral goals in a tracking folder using self and peer assessments. Data will be shared with parents at data meetings and conferences.	2.4, 2.5, 2.6, 3.2	Principal, Assistant Principal Coaches, Interventionists, Teachers, Specialist, Counselor	Improve academic and behavioral performance for all students.				
	<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> 211 Title I-A - 500.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 3) Emotional Backpack Training will be provided for staff in the fall and the spring to meet the needs of all students.	2.4, 2.5, 2.6	Counselor	Improve positive behaviors campus wide. Equip teachers with strategies for using positive supports to address behaviors.				
	<b>Problem Statements:</b> Perceptions 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 4) Restorative Circles will be led at least twice a week by students during the Social Studies block to increase positive behaviors.	2.4, 2.5, 2.6	Counselor, Assistant Principals	Improve positive behaviors campus wide.				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I-A - 1000.00						
<b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools 5) A Profile of a Graduate plan will be developed by all grade level teams to include college, military, and career readiness, field trips, and student leadership opportunities.	2.5, 2.6, 3.1, 3.2	Counselor Team leaders Administration Parent Educator Executive Assistant	Students will experience improvement in behavior and academics school-wide.				
	<b>Problem Statements:</b> Demographics 1 - Perceptions 2 <b>Funding Sources:</b> 211 Title I-A - 4000.00						
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### Performance Objective 1 Problem Statements:














Demographics
<b>Problem Statement 1:</b> The at-risk population increased from 53 to 56%. The economically disadvantaged rate increased from 62% to 80%. <b>Root Cause 1:</b> The housing market and mobility of students contributed to the change in the at-risk and economically disadvantaged population.
School Processes & Programs
<b>Problem Statement 1:</b> The campus needs to increase the level of student ownership in their learning. <b>Root Cause 1:</b> Self and Peer Assessments and Goal setting needs to become a part of the planning process, PLCs, and Impact Teams.
Perceptions
<b>Problem Statement 2:</b> There is an increase of students needing counseling and social services as documented in the number of referrals and parent conferences. <b>Root Cause 2:</b> The climate survey shows concerns of bullying needing to be addressed, positive behavior supports, and to increase extracurricular activities for students.

### Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

**Performance Objective 1:** By June of 2020, Goodman will implement student centered extra curricular activities for all students by increasing the number of clubs and student leadership initiatives.

**Evaluation Data Source(s) 1:** Club accounts, rosters, programs, campus events

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 1) Increase participation in cheer, sports, music, National Honor Society, Student Council, Music, STEAM activities, and content related community activities.	2.5, 3.2	Club sponsors	Improve overall academic performance and climate surveys.				
<b>Problem Statements:</b> Perceptions 1, 2 <b>Funding Sources:</b> 211 Title I-A - 1000.00							
<b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools 2) Students will lead and broadcast daily morning announcements.		Principal, Assistant Principals, Librarian, Technology lead	Improve communication skills.				
<b>Problem Statements:</b> Perceptions 2							
<b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools 3) A student leadership group will be created to support decision making and campus initiatives by meeting with administration on a monthly basis.	2.4, 2.5	Principal, Assistant Principal, Counselor	Improve critical thinking, servant leadership, and collaboration skills.				
<b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1, 2							
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#### Performance Objective 1 Problem Statements:

<b>School Processes &amp; Programs</b>
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<b>Problem Statement 1:</b> The campus needs to increase the level of student ownership in their learning. <b>Root Cause 1:</b> Self and Peer Assessments and Goal setting needs to become a part of the planning process, PLCs, and Impact Teams.
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<b>Perceptions</b>
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<b>Problem Statement 1:</b> The campus will need to increase parent involvement for instructional activities. <b>Root Cause 1:</b> The times of the events will need to be adjusted. Students will have more ownership as leaders in campus events.
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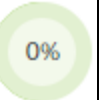


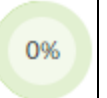


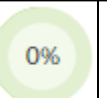
<b>Problem Statement 2:</b> There is an increase of students needing counseling and social services as documented in the number of referrals and parent conferences. <b>Root Cause 2:</b> The climate survey shows concerns of bullying needing to be addressed, positive behavior supports, and to increase extracurricular activities for students.
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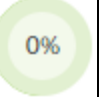


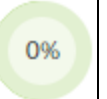


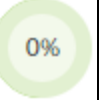


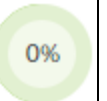




## Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

**Performance Objective 1:** By May of 2020, Goodman will provide of collaborative opportunities for all students and parents to improve overall student success.

**Evaluation Data Source(s) 1:** Campus counts, Sign in sheets, Title I reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 1) Reading, math, and science content nights will be held in the fall and the spring.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principals, Math Coach, Literacy Coach, Counselor, Team Leads, Parent Educator	Improve student performance in math, science, and reading.				
	<b>Problem Statements:</b> Student Academic Achievement 1, 3 - Perceptions 1 <b>Funding Sources:</b> 211 Title I-A - 1000.00						
<b>TEA Priorities</b> Improve low-performing schools 2) Health and Fitness activities will be implemented for students, staff, and families in the fall and spring. (Fitness days, Morning Warm Ups, Wellness family nights)	2.5, 2.6, 3.2	Nurse, Physical Education Coach, Principal, Assistant Principals, Counselors	Improve performance on Fitness grams, increase student and staff attendance.				
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 Title I-A - 1000.00						
<b>TEA Priorities</b> Improve low-performing schools 3) Monthly character lessons will be offered to students and parents to increase positive behaviors and eliminate bullying.	2.4, 2.5, 2.6	Counselor	Increase positive behavior supports and provide opportunities for parents to connect with students within the school setting. Eliminate bullying incidents campus wide.				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 Title I-A - 1000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 4) Host family engagement and compact meetings in the fall and the spring.	3.1, 3.2	Parent Educator	Increase parent involvement.				
	<b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> 211 Title I-A - 250.00						
<b>TEA Priorities</b> Improve low-performing schools 5) Host monthly CBLT meetings to discuss and make decisions about campus initiatives.	3.1, 3.2	Title I campus coordinator, Principal, Assistant Principal, Team Leaders, CBLT committee	Increase involvement in school community initiatives to include all stakeholders.				
<b>TEA Priorities</b> Improve low-performing schools 6) Coffee Talks with the principal will be held monthly to collaborate with parents on improving the school community.		Principal and Assistant Principals	Improve the culture and climate of the school community.				
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 Title I-A - 500.00						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 7) Kinder, GT, 5th grade and SPED transition nights will be held in the fall and the spring.	2.4, 2.5, 2.6, 3.1, 3.2	Team leaders, administration, CCC, and the school counselor	Improve academic performance for special populations.				
	<b>Problem Statements:</b> Perceptions 1						
<b>TEA Priorities</b> Improve low-performing schools 8) The parent educator will stay abreast of current resources and trends pertaining to student involvement by attending conferences.	2.6, 3.2	Administrator	Increase parent participation throughout the school year by offering a variety of classes and services to support their needs so that they can better help students.				
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 Title I-A - 900.00						
<div> = Accomplished = Continue/Modify = No Progress = Discontinue</div>							

### Performance Objective 1 Problem Statements:



### Student Academic Achievement

**Problem Statement 1:** Approximately 70% of the student population is under performing in reading at the masters performance level. **Root Cause 1:** The campus needs to align rigorous instruction to the ELA TEKS and enhance PLC, planning, and professional development sessions.

**Problem Statement 3:** 31% of 5th grade students are at the master's level of performance in science. **Root Cause 3:** The campus needs to align planning, PLC, and instruction with the 5E model. Students need more opportunities for lab investigations.

### School Processes & Programs

**Problem Statement 1:** The campus needs to increase the level of student ownership in their learning. **Root Cause 1:** Self and Peer Assessments and Goal setting needs to become a part of the planning process, PLCs, and Impact Teams.

### Perceptions

**Problem Statement 1:** The campus will need to increase parent involvement for instructional activities. **Root Cause 1:** The times of the events will need to be adjusted. Students will have more ownership as leaders in campus events.

**Problem Statement 2:** There is an increase of students needing counseling and social services as documented in the number of referrals and parent conferences. **Root Cause 2:** The climate survey shows concerns of bullying needing to be addressed, positive behavior supports, and to increase extracurricular activities for students.

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	ELA bilingual teachers will receive professional development support with language objectives and ELPs throughout the school year.
1	1	2	All ELA teachers will receive ongoing training in balanced literacy components and TEK unpacking to support at risk students through extended planning, long range planning, Impact Teams, and PLCs.
1	1	3	1st-5th grade students will participate in after school reading tutorials in the fall and spring semester.
1	1	4	1st-2nd grade students will participate in small group interventions from September-May. 3rd-5th grade students will participate in small group and flexible grouping interventions from September-May.
1	1	5	SPED staff will attend conferences and differentiated professional development sessions to learn about current instructional practices and laws to best support SPED students.
1	1	6	All instructional staff will participate in quarterly video coaching to self reflect enhance and instructional practices.
1	2	1	Writing camps will take place for all fourth grade students in the fall and spring.
1	2	2	4th grade writing teachers, the principal, assistant principals, bilingual interventionist, and the literacy coach will receive consultant services from Region IV.
1	2	3	Writer's workshop will be implemented daily into the ELA block for all students.
1	2	4	5th grade ELA and Math teachers will implement the grading pilot.
1	3	1	Teachers will implement the 5E model in science daily and attend Region IV sessions for professional development.
1	3	2	STEM instructional activities will be integrated into ancillary and science classes throughout the year.
1	3	3	Science tutorials will take place in the fall and spring for 5th grade students.
1	3	4	All students will participate in weekly science lab sessions using the 5E model.
2	1	1	PBIS will be used to encourage positive behaviors school wide for students and staff.
2	1	2	All students will track and analyze academic and behavioral goals in a tracking folder using self and peer assessments. Data will be shared with parents at data meetings and conferences.
2	1	3	Emotional Backpack Training will be provided for staff in the fall and the spring to meet the needs of all students.
2	1	4	Restorative Circles will be led at least twice a week by students during the Social Studies block to increase positive behaviors.

Goal	Objective	Strategy	Description
2	1	5	A Profile of a Graduate plan will be developed by all grade level teams to include college, military, and career readiness, field trips, and student leadership opportunities.
3	1	1	Increase participation in cheer, sports, music, National Honor Society, Student Council, Music, STEAM activities, and content related community activities.
3	1	2	Students will lead and broadcast daily morning announcements.
3	1	3	A student leadership group will be created to support decision making and campus initiatives by meeting with administration on a monthly basis.
4	1	1	Reading, math, and science content nights will be held in the fall and the spring.
4	1	2	Health and Fitness activities will be implemented for students, staff, and families in the fall and spring. (Fitness days, Morning Warm Ups, Wellness family nights)
4	1	3	Monthly character lessons will be offered to students and parents to increase positive behaviors and eliminate bullying.
4	1	4	Host family engagement and compact meetings in the fall and the spring.
4	1	5	Host monthly CBLT meetings to discuss and make decisions about campus initiatives.
4	1	6	Coffee Talks with the principal will be held monthly to collaborate with parents on improving the school community.
4	1	7	Kinder, GT, 5th grade and SPED transition nights will be held in the fall and the spring.
4	1	8	The parent educator will stay abreast of current resources and trends pertaining to student involvement by attending conferences.