

Midland Independent School District

Scharbauer Elementary

2019-2020 Goals/Performance Objectives/Strategies

Accountability Rating: F



Mission Statement

MISD Mission Statement:

All students will graduate prepared and ready for college or career.

Vision

The Scharbauer Elementary School community is committed to providing a positive, challenging and engaging environment where all stakeholders feel safe and valued, which will be evident through student growth.

Value Statement

We are Midland ISD!

Table of Contents

- Goals 4
 - Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase to 75% by the end of school year 2020 4
 - Goal 2: The average percentage of students in grades 3-6 who will obtain a Meets levels STAAR will increase to 55% by the end of school year 2020. 9
 - Goal 3: The four-year graduate rate shall increase to 95% for the graduating class of 2020. 13
 - Goal 4: In response to the 2018-2019 School Quality survey, We will create a welcoming culture and climate for all stakeholders by 2019 18
- Comprehensive Support Strategies 19
- RDA Strategies 20

Goals





Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase to 75% by the end of school year 2020

Performance Objective 1: The percentage of students in grades K-2 who are reading on or above grade level on iStation will increase to 69% by the end of school year 2019.

Evaluation Data Source(s) 1: IStation reports, running records, F&P

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) K-2nd grade teams will meet regularly to analyze data and plan effective small group instruction with hands on manipulatives	2.4, 2.5, 2.6	campus administrators, classroom teachers, reading specialist	Students reading on or above grade level will increase.				
2) 100% of students will complete the appropriate minutes on iStation		campus administrators, classroom teachers, reading specialist	Students will improve reading skills by completing practices on struggling skills.				
3) 100% of students will receive diagnostic and individualized instruction based on iStation results on a weekly basis		campus administrators, classroom teachers	Improve student's progress by increasing the number of students on Tier 1				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Teachers will use data from IStation reports to implement either whole group lessons or small group intervention lessons with reading materials. A priority will be placed on phonics and phonemic awareness instruction for Kindergarten and first graders including utilizing ipads for work station practice.		campus administrators, classroom teachers, reading specialist	Interventions will be effectively implemented in a timely manner. Campus wide intervention time will be implemented. Students reading on or above grade level will increase.				
5) Teachers will utilize the computer lab and/or the mobile laptop cart to administer IStation reading assessments.		campus administrators, classroom teachers	Students reading on or above grade level will increase.				
Funding Sources: Other - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase to 75% by the end of school year 2020

Performance Objective 2: The percentage of students in grades K-2 who are reading on or above grade level on Fountas and Pinnell will increase to 75% by the end of school year 2019.

Evaluation Data Source(s) 2: F and P End of Year reports: Running Records, F and P Middle of Year reports, and F and P .

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) K-2nd grade Scharbauer teams will meet regularly to analyze reading proficiency data to determine student progress and shared intervention groups		campus administrators, classroom teachers, reading specialist	Improve students reading ability and increase student reading on grade-level.				
2) 100% of K-2nd grade students will receive individualized instruction during guided reading instruction.		campus administrators, classroom teachers, reading specialist	Reduce the number of student reading below grade level				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 3) Reading specialist will meet regularly with K-2 teachers and target students that are reading below grade level and discuss RTI student interventions through professional development. All RTI data will be recorded in Eduphoria.</p>	2.4, 2.5, 2.6	campus administrators, reading specialist	Students that require Tier 2 instruction will receive individualized support to improve reading skills.				
Funding Sources: 211 Title 1 - 0.00							
4) Students in kindergarten and first grade who have been identified as gifted and talented will receive differentiated instruction through the Project Think/QUEST program.		campus administrators, Kindergarten and first grade teachers, Project Think teacher	Students reading above grade level will increase. Student's understanding of the Growth Mindset will continue as students see the benefits of engaging in challenging tasks.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase to 75% by the end of school year 2020

Performance Objective 3: The percentage of Pre-Kindergarten students producing 40 letter sounds on a district checkpoint will increase to 85% by 2020.

Evaluation Data Source(s) 3: End of Year letter/sounds checkpoint data

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The EDI survey results indicated that pK/Kindergarten students show a lower than district average on the necessary gross and fine motor abilities to complete common Kindergarten and first grade tasks. Classroom teachers will incorporate specific strategies and tasks into their center time that address both fine and gross motor skills. The PE coaches will incorporate gross motor skills into their weekly lesson plans. Monthly communications with parents will include tips on how to work with their child to increase fine and gross motor skills.		campus administrators, pK and Kindergarten teachers, PE coaches	EDI results will show an increase in gross and fine motor abilities.				
							

Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase to 75% by the end of school year 2020

Performance Objective 4: 80% of K-1 students will pass 30 lessons on BluePrint for Imagine Math by the end of the 2020 school year.

Evaluation Data Source(s) 4: End of Year Blueprint reports: Middle of Year blueprint reports and Beginning of Year blueprint reports will serve as progress monitoring tools for this goal.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) K-1 grade teams will identify and align essential math standards. Teams will create common lessons utilizing the backwards design lesson planning format.		campus administrators, classroom teachers, leadership team	Students will increase knowledge of numeracy skills				
2) All students at Scharbauer identified as "critically below grade level" in math will receive intervention through Imagine Math and/or receive small group targeted instruction. The Math Interventionist will work with teachers and students		campus administrators, classroom teachers	Interventions will be effectively and consistently implemented to ensure student learning for all. Students on or above benchmark on the Texas Early Mathematics Inventory will increase.				
Funding Sources: Other - 0.00							
							

Goal 2: The average percentage of students in grades 3-6 who will obtain a Meets levels STAAR will increase to 55% by the end of school year 2020.





Performance Objective 1: The average percentage of students in grades 3-6 who meet passing standard (Approaches, Meets, or Masters grade level) on reading and math STAAR will increase to 53% by the end of school year 2020.

Evaluation Data Source(s) 1: District assessments, CFA's, Released STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) During PLC teachers and campus leadership teams will dissect campus data to identify trends and formulate plan of improvement utilizing individual teacher technology.</p>	2.4, 2.5, 2.6	campus administrators, leadership team, instructional specialist	Academic achievement in reading and math. Student progress				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 2) 100% of Scharbauer students will receive research-based instruction in the core content areas. Teachers and campus leadership will meet weekly in PLCs to plan effective Tier 1 instruction following the PLC process. Hard copies of Curriculum Management Plan, Lead4Ward Instructional Strategies, STAAR blueprint, Eduphoria data reports and other available district resources, will be utilized when planning .</p>	2.4, 2.5, 2.6	campus administrators, 3-6th grade teachers, instructional specialists	Academic achievement in reading and math. Student progress				
<p>3) All 3rd-6th grade students will receive individualized and diagnostic instruction to intervene or enrich essential standard skills during intervention time</p>		Campus Administrators, teachers, instructional specialists	Students academic achievement and student progress				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Teachers, specialists, and admin will collaborate to create common formative assessments to monitor the progress of student mastery on TEKS and utilized their laptops to create and analyze the data to inform instruction.	2.4, 2.5, 2.6	Campus Administrators, classroom teachers, specialists	Improve student academic achievement				


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: The average percentage of students in grades 3-6 who will obtain a Meets levels STAAR will increase to 55% by the end of school year 2020.

Performance Objective 2: The percentage of economically disadvantaged students in grades 3-8 on track to meet passing standard (Approaches, Meets, or Masters grade level) on both reading and math district checkpoints will increase 10% by the end of school year 2020.

Evaluation Data Source(s) 2: District assessments, CFA's, Released STAAR

Summative Evaluation 2:



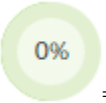

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA TEA Priorities Improve low-performing schools 1) All Eco Dis students not performing on or above grade level will receive research based individualized intervention in small groups for reading and math during intervention. The reading specialist will also pull students groups below level.</p>		campus administrators, classroom teachers, instructional specialists	Improve Eco Dis students' academic achievement by 10%				
Funding Sources: 211 Title 1 - 0.00							
<p>Comprehensive Support Strategy 2) 100% of Scharbauer teachers will implement engaging instructional strategies--using the Lead4ward strategies.</p>		campus administrators, classroom teachers, leadership team	Lessons that engage more students for greater amounts of time consistently will increase student learning. This will positively impact state assessment scores.				
<p>3) Students will monitor individual goals and progress utilizing a tracking sheet.</p>		Campus Administrators and grade-level teachers	Student motivation				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 4) Teachers will create common formative assesments to monitor the progress of student mastery on TEKS.</p>	2.4, 2.5, 2.6	Campus Adminstrators, classroom teachers, specialists	Improve student academic achievement				
							

Goal 2: The average percentage of students in grades 3-6 who will obtain a Meets levels STAAR will increase to 55% by the end of school year 2020.

Performance Objective 3: The percentage of students in grades 3-8 on track to meet highest passing standard (Masters grade level) on both math and reading will increase 10% by the end of school year 2019.

Evaluation Data Source(s) 3: On track progress during the year will require 40% of the questions on both math and reading district checkpoints to be answered correctly in September and 75% in February.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PLC teams (grade-level teachers, campus administrators, instructional specialists) will meet regularly to analyze individual students data on CFAs and district assessments with a focus on essential standards.		campus administrators, classroom teachers, instructional specialists	Student achievement to meet Masters Level				
2) Hire a math and reading specialist to provide individualized support to students on track to meet Masters and Meets level on both math and reading.			Student achievement to meet Masters level.				
Funding Sources: 211 Title 1 - 60000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


Goal 3: The four-year graduate rate shall increase to 95% for the graduating class of 2020.

Performance Objective 1: The number of K-12 students on track toward graduation will be 91% or greater by 2019.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Sixth grade students and parents will meet with counselors from the junior highs during student academic planning enrollment.		campus administrators, classroom teachers, counselor	Graduation rates are impacted by early academic planning.				
2) A variety of campus activities will be implemented to promote post secondary education. The sixth graders and parents will take a field trip to a local university.		campus administrators, classroom teachers, counselor	Students will experience the college environment. This will positively impact their mindset of going to college.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: The four-year graduate rate shall increase to 95% for the graduating class of 2020.

Performance Objective 2: The attendance rate will increase and maintain above 96% by 2019.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students with perfect attendance will be recognized weekly during Boogey down Fridays. Attendance percentages by grade level will be communicated on the main hallway bulletin board. Classes with perfect attendance will be recognized during morning announcements.		campus administrators, classroom teachers, attendance clerk, counselor, attendance committee, district truancy officer	Attendance percentages will increase.				
2) Parent contacts (by phone, letters, conferences, or home visits) will be made to stress the importance of regular attendance for those students who are exhibiting attendance or tardy issues.		campus administrators, classroom teachers, attendance clerk, counselor, attendance committee, district truancy officer	Attendance percentages will increase.				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue


Goal 3: The four-year graduate rate shall increase to 95% for the graduating class of 2020.


Performance Objective 3: All TEA required trainings for staff and additional trainings for counselors will be conducted and implemented by 2019


Evaluation Data Source(s) 3: Staff Development sign in sheets, Counseling lessons for students, Counselor monthly calendars, counselor training sign in sheets and PEIMS reports students on track.


Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will complete training sessions during August professional learning sessions. Additional trainings will be completed during after school sessions.		campus administrators, classroom teachers	Compliance training sessions will be completed by 100% of staff members.				
2) The counselor will conduct training sessions on dating violence, reporting child abuse, bullying, and district suicide protocols.		campus administrators, counselor	Compliance training sessions will be completed by 100% of staff members. District protocols as well as legal obligations for reporting abuse will be followed.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 3: The four-year graduate rate shall increase to 95% for the graduating class of 2020.


Performance Objective 4: MISD will put into operation programs, activities and procedures for all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA) by 2019.

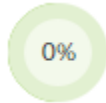
Evaluation Data Source(s) 4: Sign-in sheets, agendas, campus and district surveys


Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Title One parent meeting will be held during in September.		campus administrators	Parents will understand their roles and responsibilities as a parent on a Title One campus.				
2) Teachers will be trained on the Title One Parent Involvement during their after school sessions in October.		campus administrators	Teachers will understand their roles and responsibilities for involving parents on a Title One campus.				
3) Scharbauer Elementary has an active LPAC committee that meets TEA expectations and the campus complies with TEC Sub chapter B. LPAC representatives are trained for the Initial Placement and Annual Review and Reclassification process.		campus administrators	Decisions for English Language Learners will be made by the LPAC for appropriate placement and effective testing accommodations.				
4) Scharbauer has an active PTA that meets state and district requirements pertaining to membership. The PTA will conduct at least five meetings annually.		campus administrators, PTA president	The PTA supports the goals of the campus and district.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: The four-year graduate rate shall increase to 95% for the graduating class of 2020.

Performance Objective 5: During the 2018-2019 school year, 100% of Scharbauer students will participate in learning environments that are safe, drug free, and conducive to learning while promoting a healthy lifestyle.

Evaluation Data Source(s) 5: At the end of the year, we will use a variety of reports including safety drill reports, counselor reports, disciplinary reports, district and campus safety surveys, Region 18 audits, City Fire Marshall inspections, and regional safety team reports to determine if this performance objective was met.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The staff at Scharbauer will implement the district and campus Crisis Management Plan. Required drills (fire, shelter-in-place, lock down, and weather) will be conducted in compliance with the district's time lines.		campus administrators, classroom teachers	The campus will provide a safe and orderly learning environment for all students.				
2) The campus will provide students with a drug education program that includes activities such as Red Ribbon Week.		campus administrators, classroom teachers, counselor	Students will lead a health, drug free life.				
Comprehensive Support Strategy 3) The Campus Behavior Management Team (SIT) or CHAMPS team will continue to address and educate staff, parents, and student on safe environment standards, conflict resolution and character building development that impacts academic achievement each semester.		campus administrators, classroom teachers	The campus will provide a safe and orderly learning environment for all students.				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue


Goal 4: In response to the 2018-2019 School Quality survey, We will create a welcoming culture and climate for all stakeholders by 2019

Performance Objective 1: By May 2019, 40% of our parent population will have participated in two or more school events.


Evaluation Data Source(s) 1:

Summative Evaluation 1:

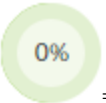
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Seek parent input, involved in decision making, post information and share knowledge involving policies and progress in a timely manner		campus administrators, teachers, all staff personnel	Positive culture and environment				
2) Establish task forces among the campus for a collaborative decision making process		Campus administrators, teachers, all staff personnel	Positive culture and environment				
3) 100% of the campus will be trained in the Midland Values Project and the campus counselor will support the students with understanding and utilizing the cornerstones.		Campus administrators	Positive culture and environment				
4) The campus will implement restorative practices		Campus administrators, all staff	Positive culture and environment				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	K-2nd grade teams will meet regularly to analyze data and plan effective small group instruction with hands on manipulatives
1	2	3	Reading specialist will meet regularly with K-2 teachers and target students that are reading below grade level and discuss RTI student interventions through professional development. All RTI data will be recorded in Eduphoria.
2	1	1	During PLC teachers and campus leadership teams will dissect campus data to identify trends and formulate plan of improvement utilizing individual teacher technology.
2	1	2	100% of Scharbauer students will receive research-based instruction in the core content areas. Teachers and campus leadership will meet weekly in PLCs to plan effective Tier 1 instruction following the PLC process. Hard copies of Curriculum Management Plan, Lead4Ward Instructional Strategies, STAAR blueprint, Eduphoria data reports and other available district resources, will be utilized when planning .
2	1	4	Teachers, specialists, and admin will collaborate to create common formative assessments to monitor the progress of student mastery on TEKS and utilized their laptops to create and analyze the data to inform instruction.
2	2	2	100% of Scharbauer teachers will implement engaging instructional strategies--using the Lead4ward strategies.
2	2	4	Teachers will create common formative assesments to monitor the progress of student mastery on TEKS.
3	5	3	The Campus Behavior Management Team (SIT) or CHAMPS team will continue to address and educate staff, parents, and student on safe environment standards, conflict resolution and character building development that impacts academic achievement each semester.

RDA Strategies

Goal	Objective	Strategy	Description
2	2	1	All Eco Dis students not performing on or above grade level will receive research based individualized intervention in small groups for reading and math during intervention. The reading specialist will also pull students groups below level.