

Bryan Independent School District
Sul Ross Elementary
2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Goals

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.





Performance Objective 1: Ross 3rd and 4th grade students will reach 50% Meets level on STAAR Reading and Math in May 2024.

Evaluation Data Sources: DBAs, Benchmarks, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: The school will provide the opportunity for all students to meet state standards by providing core content area teachers to increase their competency in the utilization of detailed lesson planning through planning with instructional coaches (PLC) with the inclusion of mastery checks, district assessments and the progress monitoring of student mastery. Grade level representation will be in attendance at district collaborative meetings to ensure a well-rounded education where all (LEP, AA, ED) children meet the state's approaches, meets or mastered levels of performance.</p> <p>Strategy's Expected Result/Impact: Increase of reading levels, mastery of grade level content shown on mastery checks, concept checks, concept quizzes, Map testing, DBAs, and STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: The campus will address the needs of all students, particularly those at-risk of failing state standards with the guidance and monitoring of a reading interventionist, consistent and strong implementation of the RtI process will be used to guide teachers with implementation of intervention strategies that meet the needs of low performing and at-risk students to include guided reading, LLI, Raz Kids, Next Step Forward, Imagine Math, AR, Generation Genius, MAP interventions, and small group instruction to align the number of students receiving special education services to the demographic breakdown while increasing the quality of learning time and help to provide an accelerated curriculum and close the learning gap that occurred during the pandemic. Strategy's Expected Result/Impact: Increase achievement of low performing students, close gaps Staff Responsible for Monitoring: Instructional Leadership Team, Reading Interventionist Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Reading Interventionist - Title I, A - \$62,821	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Sped students will receive instruction in the least restrictive environment determined by the ARD committee and according to the IEP to potentially increase the number of students/minutes served in class to strengthen the academic program and increase the amount and quality of learning time for a well-rounded education. Strategy's Expected Result/Impact: Increase achievement of special education students Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: The campus will provide effective and timely additional assistance to provide opportunities for a well-rounded education to an increase in the amount and quality of learning times which may include tutoring/in-class support, interventions provided by an interventionist, teachers and tutors will be provided before, during, and after school, as needed, to meet the needs of low performing or at-risk students, including economically disadvantaged, LEP, Hispanic and African American students. Strategy's Expected Result/Impact: Increase academic achievement of all student groups Staff Responsible for Monitoring: Instructional Leadership Team, Reading Interventionist Title I: 2.5 Funding Sources: Tutors - ESSER - \$20,000, Tutors - Title I, A - \$51,714	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Assessment for learning will be on-going and instructional decisions will be based on data from assessments. Use of MAP testing, Mastery checks, Concept Quizzes/Checks, and DBAs with effective and timely additional assistance provided for students, as deficiencies are identified. Reading teachers will utilize guided reading notebooks to include weekly anecdotal notes, monthly running records and a reading tracking sheet to show how students will reach the minimum to recommended reading level. Math teachers will use mastery checks and concept checks to monitor progress. Strategy's Expected Result/Impact: Increase student mastery in core contents. Staff Responsible for Monitoring: Instructional Leadership, Reading Interventionist	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Identify students who may have a physical or mental impairment that affects one or more major life activity and may be at-risk who may be eligible for 504 accommodations. Progress will be reviewed annually. 100% of teachers will implement the accommodation plan. Strategy's Expected Result/Impact: Increase achievement through appropriate accommodation plans Staff Responsible for Monitoring: Instructional Leadership, Counselor,	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Combine campus funds, Title 1, SCE, ESSR, and district funds to reduce disparity in performance on state assessments between students in at-risk situations and students not identified as at-risk including the utilization of instructional coaches for teacher development and student intervention to strengthen the academic program. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Instructional Leadership Title I: 2.4 Funding Sources: ELAR/Math Resources - Title I, A - \$13,816, ELAR/Math Resources - State Comp - \$25,838, Instructional Coach - Title I, A - \$72,625, Instructional Coach - State Comp - \$5,050, ELAR/Math Resources - ESSER - \$9,286, Instructional Subscriptions - Title I, A - \$7,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Create a master schedule that includes time for grade levels to collaborate on lesson plans and the utilization of data to meet the individual needs of students and includes an intervention time called Raccoon U. Explicit guidelines and expectations with a monitoring piece by administration will be utilized for Raccoon U fidelity and effectiveness. Strategy's Expected Result/Impact: Maximize instructional minutes and increase academic achievement Staff Responsible for Monitoring: Instructional Leadership, Reading Interventionist	Formative			Summative
	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: K-3 certified core content teachers who are new to teaching or Texas will participate in a reading academy throughout the school year provided by the district through TEA to increase teachers competency in the science of teaching reading. Strategy's Expected Result/Impact: Increase reading levels of students Staff Responsible for Monitoring: Instructional Leadership Team	Formative			Summative
	Nov	Feb	Apr	June
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Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 1: Through a variety of tier 1 classroom structures and interventions, the students who receive discipline referrals and DMC placements will align with the demographic breakdown of the campus by May 2024.

Evaluation Data Sources: #discipline referrals, DMC log, observation and walkthrough feedback on implementation on PBIS and E8,

Strategy 1 Details	Reviews			
Strategy 1: The Ross Foundations team will plan, train and monitor implementation of Safe and Civil Schools Foundations and CHAMPS through August PD and additional trainings throughout the year, monthly meetings, data collection with feedback to the faculty and staff. Strategy's Expected Result/Impact: Improve school culture to decrease DMC placements which will increase learning time and improve academic achievement Staff Responsible for Monitoring: Instructional Leadership, Counselor, Foundations Team	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All campus staff and faculty will implement the Essential 8 through modeling and teaching expected behaviors, teaching the daily lessons E8 and social skills lessons to include regulation strategies, setting behavior goals aligned to social contracts or E8 and recognizing the E8 student of the month. Strategy's Expected Result/Impact: Decrease behavior incidents which will increase learning time Staff Responsible for Monitoring: Instructional Leadership, Counselor, PBIS Team Funding Sources: Contract Services - Title I, A - \$500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: All teachers and staff will begin the year by explicitly teaching students the expectations inside and outside of the classroom. Classrooms will develop social contracts and teachers will use the CKH 4 questions. Classrooms will use a Friends and Family Board, Safe Place, Jobs Board and greet students at the door. Teachers will grow their classroom communities by incorporating affirmations, good things, and "grow the group" activities. Strategy's Expected Result/Impact: Decrease in DMC placements which increases learning time that will increase academic achievement Staff Responsible for Monitoring: Instructional Leadership, Counselor, PBIS Team	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide a minimum of 8 student groups and/or individual sessions each semester led by the counselor with a focus on specific needs identified through RtI, staff, counselor, parent input. Specific needs may include homeless, suicide prevention/intervention, or dyslexia treatment programs, pregnancy related services, at-risk and migrant students. Strategy's Expected Result/Impact: Improved social emotional wellness to increase academic achievement Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: District SCE funds will be used to partially fund a counselor who will provide guidance to include career awareness activities to guide educational, personal and career development through guidance lessons to increase the achievement of all students including those who are at-risk of dropping out of school. Strategy's Expected Result/Impact: Improved social and emotional wellness to increase academic achievement Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: The safety Committee will meet monthly to discuss and report any safety concerns brought forth through regular safety inspections, staff or parent concerns. Work orders will be submitted as needed. Practice drills will be held according to district safety standard guidelines. Strategy's Expected Result/Impact: Promote a culture and climate of safety as a priority which will directly impact academic achievement Staff Responsible for Monitoring: School Nurse	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Guidance lessons will be delivered monthly for a total of 9 lessons provided by the school counselor with a focus on Essential 8 characteristics, Red Ribbon week, and career education to implement strategies to reduce the dropout rate, violence, drug use and improve at-risk student performance. Strategy's Expected Result/Impact: Promote a culture and climate of positive character qualities Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Students will participate for a minimum of 135 minutes of physical education per week. Students in grades 3 and 4 will participate in fitness gram assessments through the physical education department. Strategy's Expected Result/Impact: Promote health and wellness to increase academic achievement Staff Responsible for Monitoring: PE Instructor	Formative			Summative
	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Teachers and staff will participate in a minimum of 1 community outreach event before school begins to enhance the family relationship with the school and foster a positive learning environment at Ross. Strategy's Expected Result/Impact: Positive school culture Staff Responsible for Monitoring: Instructional Leadership Team, Counselor Funding Sources: Transportation-Family Engagement - Local Funds - Campus, Teacher Pay-Family Engagement - Title I, A	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Administration will create a Ross Red Carpet Crew for new to Ross students and parents to acclimate them to the school community. The counselor or designee will meet the student and engage the student in a new to Ross lunch group and teachers will have a plan in place to provide support and friendship to new students upon their arrival. Strategy's Expected Result/Impact: Incoming new students will acclimate to Ross quickly and focus on learning to increase academic achievement. Staff Responsible for Monitoring: Admin, Counselor, Teacher	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: To support students and teachers in creating a safe classroom environment, teachers will attend and implement Safe and Civil Schools Early Stage Intervention and Teacher's Encyclopedia. Administration will support staff with classroom structures through the implementation of Coaching CHAMPS, Early Stage Intervention and Teacher's Encyclopedia through Safe and Civil Schools. Strategy's Expected Result/Impact: Increased learning time to increase academic achievement. Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Feb	Apr	June
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Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 1: Retain 80% of teachers and other certified staff each year by providing quality professional development with instructional assistance from instructional coaches as well as mentoring through the Ross Induction Program by May 2024.

Evaluation Data Sources: Number of resignations, quality and quantity of mentoring meetings, Mentor meeting year end evaluation

Strategy 1 Details	Reviews			
Strategy 1: Utilize a campus based committee of teachers, administrators and/or other stakeholders to interview and hire high quality applicants for openings throughout the campus who will support and fulfill the mission and vision of Sul Ross and Bryan ISD. Strategy's Expected Result/Impact: Increase teacher retention Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Professional development will be provided based on CNA, district initiatives and individual teacher and student needs throughout the school year. PD will be provided by instructional coaches, admin or other professionals during weekly PLC meetings, planning meetings, after school sessions, and/or faculty meetings. Teachers may attend trainings outside of the campus if it aligns with the campus and district goals. Strategy's Expected Result/Impact: Increased competency in instructional practices to increase teacher retention which will impact academic achievement Staff Responsible for Monitoring: Instructional Leadership Team Funding Sources: Staff Development Materials Aligned with ESSR - ESSER - \$500, Staff Development Materials Aligned with SCE - State Comp - \$2,500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: New teachers will be assigned a mentor and will attend and participate in the Ross Induction Program (RIP) meetings to increase their knowledge and skills as a support in accomplishing Ross and Bryan ISD expectations so that teachers are successful. Strategy's Expected Result/Impact: Increase teacher retention rates Staff Responsible for Monitoring: Mentor Teacher Coordinators	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will receive stipends if eligible (bilingual, special education, ESL) for hard to fill positions to promote retention rates of teachers. Strategy's Expected Result/Impact: Increase teacher retention rates Staff Responsible for Monitoring: Principal, District Office	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: The Teacher Incentive Allotment (TIA) will be implemented to promote teacher retention through financial rewards and recognition for high quality teaching which will be measured through T-TESS and student growth measures. Strategy's Expected Result/Impact: Increase in teacher retention rates Staff Responsible for Monitoring: Instructional Leadership Team	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 4: Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 1: Increase attendance percentage from 94.37% to 95% through the education and communication with parents of the importance of attendance in addition to providing meaningful attendance incentives by May 2024.

Evaluation Data Sources: Attendance rates, late arrivals, and early pickups.

Strategy 1 Details	Reviews			
Strategy 1: The attendance committee will develop a system of rewards and incentives to motivate students and parents to ensure students are in school a minimum of 90% of the time. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Assistant Principal Funding Sources: Rewards - Local Funds - Campus	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Individual students and classes will set attendance goals and track their attendance daily. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Attendance will be systematically monitored. Daily attendance reports will be shared with staff and discussed at monthly faculty meetings to increase staff awareness of attendance. Attendance will be monitored at DVT meetings and results shared with the truancy coordinator. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Frequent and timely communication with parents will be a priority. Teachers will implement systems of communication with parents or guardians weekly through newsletters, Tuesday folders, and/or Class Dojo. The principal will post a newsletter on Class Dojo and social media. Teachers will begin the year with positive contacts with parents and will conference with parents one time during the fall and additional times if a student is at risk of failing or not meeting grade level reading expectations. Strategy's Expected Result/Impact: Increased parent involvement in the students education Staff Responsible for Monitoring: Leadership Team, Counselor, Teachers	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: The Ross Campus Leadership Team will approve portions of the campus plan that address campus staff development needs. Strategy's Expected Result/Impact: Relevant and meaningful PD Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Increase the participation in extra and co-curricular activities. Communicate opportunities to participate in clubs/organizations through newsletters, flyers, Class Dojo, social media, parent link and campus announcements. Strategy's Expected Result/Impact: Increased and improved student and parent involvement in school Staff Responsible for Monitoring: Leadership Team	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Increase family engagement by incorporating meaningful family engagement activities such as academic nights, fall festival, field day, special lunches, Watch DOGS, and other events to be held at a variety of times that educate parents about the curriculum and/or how they can best support their children at home and at school based on information (needs) collected from parent surveys and observations and input of teachers and staff. Strategy's Expected Result/Impact: Improved and increased family involvement Staff Responsible for Monitoring: Counselor Title I: 4.2 Funding Sources: Supplies and materials-Family Engagement - Title I, A - \$2,537, Smart Snacks - Title I, A - \$300	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: The campus will provide opportunities for parents and community members to jointly evaluate/review the policy and compact and CNA by giving opportunities for feedback to the campus administration on programs, events through surveys parent meetings, CPIC, and email to build program capacity. Policy and compact are distributed at meetings on the website and in the front office. Policies and compacts are available in the parents native language if other than English upon request. Strategy's Expected Result/Impact: Increased and improved family engagement Staff Responsible for Monitoring: Counselor Title I: 4.1 Funding Sources: - Title I, A	Formative			Summative
	Nov	Feb	Apr	June





Strategy 9 Details	Reviews			
Strategy 9: Title 1 meetings will be held on different dates and days of the week where the CIP, family engagement policy, compact will be made available to parents and the community. Parents can request to have the CIP translated into the parents native language. Smart snacks and transportation may be made available. Strategy's Expected Result/Impact: Increased and improved family involvement in the school Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 Funding Sources: - Title I, A	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: The implementation of student lead conferences will occur during the fall semester. Students will lead parent teacher conferences by preparing and sharing information related to academic and social/emotional progress. Strategy's Expected Result/Impact: Increased student ownership in his/her education Staff Responsible for Monitoring: Principal, Teachers	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 1: Ross students will perform at or above a growth raw score of 72 on STAAR math and reading in Domain 3 through aligned tier 1 instruction and targeted tier 2 interventions by May 2024.

Evaluation Data Sources: DBAs, Benchmarks, MAP, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will set goals with students individually on AR, DBA, Benchmarks, MAP, Imagine Math and STAAR with a focus on Meets and Mastered levels of mastery. Strategy's Expected Result/Impact: Increase academic achievement Staff Responsible for Monitoring: Instructional Leadership Team	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Promote a love of reading by establishing a reading committee to develop a system of initiatives to promote literacy to include AR incentives, book talks, reading nights, book character day, authors visits, and Texas Reads One Book. Strategy's Expected Result/Impact: Increase reading performance levels Staff Responsible for Monitoring: Reading Interventionist, Librarian Title I: 2.6 Funding Sources: Incentives - Local Funds - Campus - \$700, Library/Classroom Library Books - Title I, A - \$10,000 , Library/Classroom Library Books, Texas Reads One Book - ESSER - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Instructional technology will be integrated into the curriculum via classroom PD and included in planning PLC. Updated or current technology will be available to strengthen the academic program, increase the amount of quality learning time and provide an enriched curriculum including activities to provide a well-rounded education. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Instructional Leadership Team Funding Sources: Student computers, iPads, Doc Cams - Local Funds - Campus	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will provide enriched instruction for gifted and high achieving students. Gifted students will receive enriched instruction through a pullout program with a GT coach. Projects will be displayed at the annual Sul Ross GT Showcase to be held in April. New teachers will participate in the 30 hour GT training required by TEA. Strategy's Expected Result/Impact: Increase in meets and masters levels on STAAR Staff Responsible for Monitoring: GT Coach	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: The instructional leadership team will participate in weekly planning PLC meetings and provide feedback on the implementation of best practices that can be implemented in the classroom. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Instructional Leadership Team	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Continue the district Explore program for highly gifted students to meet the unique needs of this demographic. Strategy's Expected Result/Impact: Increase student achievement at meets and masters levels Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Project Lead the Way (PLTW) will be implemented in phases. Explore teachers and the Librarian will be trained for implementation for the 23-24 school year where ALL students K-4 will experience hands on STEM projects that promote problem solving, critical and creative thinking, collaboration, and communication in preparation for postsecondary success. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Leadership team, teachers	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				