Texas City Independent School District

Manuel Guajardo Jr. Elementary

2020-2021 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: November 10, 2020

Mission Statement

Cultivating Kindness & Creating Lifelong Learners

Vision

The community of Guajardo Elementary is committed to be student-centered,

where the uniqueness and whole development of each child is nurtured

in a shared partnership with caring, creative staff, parents and community.

Core Beliefs

Everyone must be treated with dignity and respect

Students should be taught the skills and behaviors necessary for success

Staff members should encourage motivation through positive interactions and building relationships with students

Student misbehavior provides a teaching opportunity

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Goals

Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 28% to 40% by June 2024.

Performance Objective 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 48% to 58% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Test

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will model their metacognitive strategies out loud during read alouds and engage in dialogue not monologue with students. **Strategy's Expected Result/Impact:** Students' depth of comprehension will increase. **Staff Responsible for Monitoring:** Instructional specialist, and administrators. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will meet with their students and set reading goals. Teachers will also remind students about the Student/School/Parent Compact that they agreed upon. Each student agreed to the best of their ability to strive to reach their academic goals each nine weeks and complete and return all assignments by the identified due date. **Strategy's Expected Result/Impact:** Students will become aware of their current reading level and whether they are reading below, on or above grade level. Students fluency and reading levels will increase. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability. **Staff Responsible for Monitoring:** Instructional Specialist and administrators. **Title I Schoolwide Elements:** 2.4, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 7 - School Processes & Programs 1, 6				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Parents of students reading below level will be contacted by a member of Guajardo's administration team to discuss current reading concerns and ways to improve. We will share TCISD's yearly reading expectation levels. Parents will be encouraged to have their students at school by 7:20, so students can eat breakfast and begin online interventions at 7:30 using our online research based phonics and comprehension program called Headsprout. We will also discuss the importance of attendance and being to school on time, so our students do not miss beginning of the day phonics/reading lessons. This same information will be shared during Parent/Teacher conferences. **Strategy's Expected Result/Impact:** Increase parental awareness of the seriousness of their child reading below grade level and the importance of being at school on time, so before school early morning interventions can occur. We are hoping that this will increase the amount of reading at home and increase usage of Headsprout in the evenings and weekends which will result in improved fluency and comprehension. **Staff Responsible for Monitoring:** Administrators. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Create Visible Learners: Teachers will write clear learning intentions and success criteria. They will rewrite TEKS in kid friendly language using the verbs in the TEK to keep the DOK at the correct level. Learning intentions and success criteria will be taught to all students and posted in a prominent location. We will focus on the readiness TEKS. Students will be shown exemplar work samples. **Strategy's Expected Result/Impact:** The learning intentions help the students stay focused and involved., and the success criteria is to ensure that students understand the teacher's criteria for making judgments about their work, and so that they gain an 'anatomy of quality' for that particular piece of work. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Students are reminded during morning announcements and by their teachers that we all learn from our mistakes. All students will correct questions that they missed on assignments and "dunk their mistakes" in the school's basket ball goal. **Strategy's Expected Result/Impact:** Students will gain a deeper understanding when they correct their mistakes. **Staff Responsible for Monitoring:** Teachers and administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6: Teachers will introduce and guide students through the "Learning Pit" and explain that in "the pit" the learner begins to work through challenges.

The Learning Pit draws attention to the idea that learning is a struggle, intentionally showing thoughts of confusion and frustration.
Its purpose is to reassure, not scare, so that when learners find themselves floundering, they can take comfort from knowing that is a normal part of the learning journey. (Challenging Learning)

Strategy's Expected Result/Impact: Students will know that through trial and error, deeper questioning and thinking will get them out of the learning pit and into a state of "Eureka." Students intrinsic motivation will increase.

Staff Responsible for Monitoring: Teachers and administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7: Starting the twelfth week of school, administrators, counselor and instructional specialist will pull small groups of students each week to focus on Readiness TEKS that are being taught in the classroom.

Strategy's Expected Result/Impact: Students will gain a deeper understanding of the lesson when in small focused groups.

Staff Responsible for Monitoring: Administrators, counselor, instructional specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8: Dispositions refer to the way in which learners engage in and relate to the learning process. Learning dispositions affect how students approach learning and therefore the outcomes of their learning. Our campus conducted a survey and determined the top six dispositions that our teachers want to see in our learners. They dispositions our campus chose are perseveres, attentive, communication, ownership, thoughtful and communication. Now, as a campus, we will discuss how will we consistently and rigorously develop these dispositions within our learning programs.

Strategy's Expected Result/Impact: Students will approach their learning with more understanding how their "habits of mind" affects their learning.

Staff Responsible for Monitoring: Teachers and Principals.

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In Domain III, Closing the Gaps, our White sub-group was the only group that performed below the State's target. The White group performed 5 points below the State Target of 69 in Reading Academic Growth. **Root Cause:** Teachers are focusing on getting African American students to the Approaches level. The data doesn't show the Academic Growth for our African American Group, as the group did not meet minimum size of 25 students. But 16 out of 21 (76%) of those students received Expected or Accelerated growth and 85.7% of our 4th Grade African American Students passed the STAAR Reading test.
Student Learning

Problem Statement 7: In Third Grade Reading, there were only 47% of all students at the Meets Level & 30% at the Masters Level. **Root Cause:** Teachers are focused on getting students to the Approaches Level and are not pushing those that are already at the Approaches or higher levels.

School Processes & Programs

Problem Statement 1: In Domain III, Closing the Gaps, our White sub-group was the only group that performed below the State's target. The White group performed 5 points below the State Target of 69 in Reading Academic Growth. **Root Cause:** Teachers are focusing on getting African American students to the Approaches level. The data doesn't show the Academic Growth for our African American Group, as the group did not meet minimum size of 25 students. But 16 out of 21 (76%) of those students received Expected or Accelerated growth and 85.7% of our 4th Grade African American Students passed the STAAR Reading test.

Problem Statement 6: In Third Grade Reading, there were only 47% of all students at the Meets Level & 30% at the Masters Level. **Root Cause:** Teachers are focused on getting students to the Approaches Level and are not pushing those that are already at the Approaches or higher levels.

Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 45% by June 2024.

Performance Objective 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 51% to 60% by June 2024

HB3 Goal

Evaluation Data Sources: CBAs, benchmarks, Interim STAAR Math test

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: During morning announcements and through out the day, students are reminded that we all learn from our mistakes. All students will correct questions that they missed on assignments and "dunk their mistakes" in the school's basket ball goal. **Strategy's Expected Result/Impact:** Students will gain a deeper understanding when they correct their mistakes. **Staff Responsible for Monitoring:** Teachers and administrators. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 7 - School Processes & Programs 1, 6				
Strategy 2: Teachers will introduce and guide students through the "Learning Pit" and explain that in "the pit" the learner begins to work through challenges. **Strategy's Expected Result/Impact:** Students will know that through trial and error, deeper questioning and thinking will get them out of the learning pit and into a state of "Eureka." Students intrinsic motivation will increase. **Staff Responsible for Monitoring:** Teachers and administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 7 - School Processes & Programs 1, 6				
Strategy 3: Create Visible Learners: Teachers will write clear learning intentions and success criteria. They will rewrite TEKS in kid friendly language using the verbs in the TEK to keep the DOK at the correct level. Learning intentions and success criteria will be taught to all students and posted in a prominent location. We will focus on the readiness TEKS. Students will be shown exemplar work samples. **Strategy's Expected Result/Impact:** The learning intentions help the students stay focused and involved., and the success criteria is to ensure that students understand the teacher's criteria for making judgments about their work, and so that they gain an 'anatomy of quality' for that particular piece of work. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: During classroom instruction, teachers will use the "I do, you do" model and monitor that students are following along and using the exact strategies that the teacher is using. **Strategy's Expected Result/Impact:** Students understanding will gain a deeper understanding and increase their understanding of ways to problem solve. **Staff Responsible for Monitoring:** Teachers will monitor students, and administrators will be monitoring for this during walk-throughs. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
Strategy 5: During weekly team meetings, teachers/administrators/instructional specialist will model effective delivery of instruction **Strategy's Expected Result/Impact:** Increase teacher capacity in effective higher order questioning. Create more dialogue and less monologue in the classroom. **Staff Responsible for Monitoring:** Instructional Specialist and administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
Strategy 6: Set aside time daily to practice fact fluency. **Strategy's Expected Result/Impact:** Increase accuracy when solving word problems. **Staff Responsible for Monitoring:** Teachers and administrators. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum				
Strategy 7: Teachers will model their metacognitive strategies out loud during read alouds and engage in dialogue not monologue with students. **Strategy's Expected Result/Impact:** Students' depth of comprehension will increase. **Staff Responsible for Monitoring:** Instructional specialist, and administrators. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Strategy 8: Starting the twelfth week of school, administrators, counselor and instructional specialist will pull small groups of students each week to focus on Readiness TEKS that are being taught in the classroom. **Strategy's Expected Result/Impact:** Students will gain a deeper understanding of the lesson when in small focused groups. **Staff Responsible for Monitoring:** Administrators, counselor, instructional specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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Problem Statement 6: In Third Grade Reading, there were only 47% of all students at the Meets Level & 30% at the Masters Level. **Root Cause:** Teachers are focused on getting students to the Approaches Level and are not pushing those that are already at the Approaches or higher levels.

Goal 3: Compared to state standards, all TCISD campuses improve progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.

Performance Objective 1: Increase the passing rate of students at the meets level from 53% to 58%% in all subjects on the 2020-2021 STAAR tests.

Evaluation Data Sources: STAAR Test

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create Visible Learners: Teachers will rewrite TEKS in kid friendly language using the verbs in the TEK to keep the DOK (Depth of Knowledge) at the correct level. Learning intentions will be taught to all students and posted in a prominent location. We will focus on the readiness TEKS. Teachers will post Success Criteria in a prominent location in their classrooms, show students examples of what the actual work will look like, and discuss with the students how they will know when they are successful at mastering the learning intention. **Strategy's Expected Result/Impact:** Students will have a deeper understanding of what they are learning and will know when they have mastered the learning intention by understanding what the success looks like. **Staff Responsible for Monitoring:** Teachers and administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Even in a safe and secure environment many of us are fearful of making mistakes or revealing our weaknesses. Therefore, teachers will introduce and guide students through the "Learning Pit" and explain that in "the pit" the learner begins to work through challenges and learning occurs when we step out of your comfort zone. The Learning Pit draws attention to the idea that learning is a struggle, intentionally showing thoughts of confusion and frustration. Its purpose is to reassure, not scare, so that when learners find themselves floundering, they can take comfort from knowing that is a normal part of the learning journey. (Challenging Learning **Strategy's Expected Result/Impact:** When students understand "The Learning Pit" it can help to encourage and reassure learners that taking risks, asking questions, and trying new things can help them develop their abilities and deepen their understanding. **Staff Responsible for Monitoring:** Teachers and administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: In Domain III, Closing the Gaps, our White sub-group's Academic Growth Reading score will increase 5 points or more to meet or exceed the state's target of 69 on the 2020-2021 STAAR test

Evaluation Data Sources: CBA, Benchmarks, Interim Assessment, STAAR Assessment.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will model their metacognitive strategies out loud during read alouds and engage in dialogue not monologue with students. **Strategy's Expected Result/Impact:** Students' depth of comprehension will increase. **Staff Responsible for Monitoring:** Instructional specialist, and administrators. **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
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Strategy 3: Parents of students reading below level will be contacted by a member of Guajardo's administration team to discuss current reading concerns and ways to improve. We will share TCISD's yearly reading expectation levels. Parents will be encouraged to have their students at school by 7:20, so students can eat breakfast and begin online interventions at 7:30 using our online research based phonics and comprehension program called Headsprout. We will also discuss the importance of attendance and being to school on time, so our students do not miss beginning of the day phonics/reading lessons. This same information will be shared during Parent/Teacher conferences. **Strategy's Expected Result/Impact:** Increase parental awareness of the seriousness of their child reading below grade level and the importance of being at school on time, so before school early morning interventions can occur. We are hoping that this will increase the amount of reading at home and increase usage of Headsprout in the evenings and weekends which will result in improved fluency and comprehension. **Staff Responsible for Monitoring:** Administrators. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 5: Students are reminded during morning announcements and by their teachers that we all learn from our mistakes. All students will correct questions that they missed on assignments and "dunk their mistakes" in the school's basket ball goal. **Strategy's Expected Result/Impact:** Students will gain a deeper understanding when they correct their mistakes. **Staff Responsible for Monitoring:** Teachers and administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Starting the twelfth week of school, administrators, counselor and instructional specialist will pull small groups of students each week to focus on Readiness TEKS that are being taught in the classroom. **Strategy's Expected Result/Impact:** Students will gain a deeper understanding of the lesson when in small focused groups. **Staff Responsible for Monitoring:** Administrators, counselor, instructional specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: The District and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: There will be zero unauthorized visitors on campus for the 2020-2021 school year.

Evaluation Data Sources: Raptor records

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All visitors will have to show a state issued ID and will be checked by our Raptor System. **Strategy's Expected Result/Impact:** Zero unauthorized visitors on campus. **Staff Responsible for Monitoring:** Front desk clerk. **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2: During the COVID 19 pandemic, all visitors will have their temperature checked and will be required to wear a face mask. **Strategy's Expected Result/Impact:** Stop the spread of COVID19. **Staff Responsible for Monitoring:** Front desk clerk.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: The District and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 2: The faculty and staff at Guajardo Elementary will have zero accidents on campus for the 2020-2021 school year.

Evaluation Data Sources: Accident Reports

Strategy 1: All faculty and staff will participate 100% in district safety training through Safe Schools. **Strategy's Expected Result/Impact:** Reduce the chance of an accident happening and reduce absences among staff due to accidents. **Staff Responsible for Monitoring:** Principal/Assistant Principal **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: The District and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 3: Zero students or staff will be injured due to fire, weather related events or from intruders during the 2020-2021 school year.

Evaluation Data Sources: Accident reports

Strategy 1: Staff is trained on TCISD's Emergency Preparedness Procedures. Students and staff will participate in monthly drills for lockout, evacuate, shelter and hold. Once per semester students and staff will participate in a LockDown drill. All classrooms are equipped with a flip book with easy to read procedures in the event of an emergency. **Strategy's Expected Result/Impact:** Increase the safety of all students, staff and faculty at Guajardo Elementary. **Staff Responsible for Monitoring:** Assistant Principal & Principal	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. The success of such programs to be measured by a reduction in bullying incidents and a decrease in student discipline referrals.

Performance Objective 1: The campus will decrease the number of ISS and OSS assignments for the 2020-2021 school year when compared to the 2019-2020 school year.

Evaluation Data Sources: PEIMS data

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Resolve it counseling service meets with students who have been affected by any of the following: parents who are incarcerated, have domestic violence in the household, or are under CPS custody. The licensed psychologist meets with students on a weekly basis to help support their needs. **Strategy's Expected Result/Impact:** Decrease in the number of ISS and OSS assignments due to severe or persistent misbehavior. **Staff Responsible for Monitoring:** counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2: PBIS will be implemented by all staff members on campus. Preventative measures are key. The goal is to create a safe, civil, and productive school which will reduce barriers to learning and increase motivation to achieve. **Strategy's Expected Result/Impact:** Create a safe, civil, and productive school. Reduce the number of behavior incidents and increase learning opportunities. **Staff Responsible for Monitoring:** Administrative Team/Team Leaders **ESF Levers:** Lever 3: Positive School Culture				
Strategy 3: Students are reminded daily of our campus vision statement, Cultivating Kindness and Creating Life Long Learners. Mini character lessons/reminders are given by the counselor each day on the morning announcements and the principal reminds the students to fill their day with Kindness, Lots and Lots of Learning and Respect to everyone they see. Students are taught songs about being kind and friendship while in music class. **Strategy's Expected Result/Impact:** Reduce the number of office referrals, see an increase in compliments and respect between students and teacher/staff-student relations. **Staff Responsible for Monitoring:** Administrators, all staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 4: Our campus counselor will push into classrooms during lunch to give character lessons each week. **Strategy's Expected Result/Impact:** Decrease the number of office referrals, especially those dealing with negative peer interactions or classroom disruptions. **Staff Responsible for Monitoring:** Counselor and Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Students participate in Bullying Prevention Month activities. Each morning during the month of October, students hear a mini lesson on Bullying Prevention on the announcements. **Strategy's Expected Result/Impact:** Decrease in the number of bullying incidents/office referrals that deal with bullying. **Staff Responsible for Monitoring:** Principal and Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 6: Our campus based threat assessment team will meet when a need arises/a P3 is received or to just touch base regarding school safety especially in relation to students who may have behavioral, social, or psychological issues that are impacting the campus, staff, and students. The team will assess student issues and find a plan to assist the student as needed so that a larger incident does not occur. The district's Suicide Protocol packet is followed when students threaten to harm themselves. **Strategy's Expected Result/Impact:** Decrease the number of discipline issues/referrals with students by providing them the support they need. **Staff Responsible for Monitoring:** Administrators, Counselor, All Staff, Assessment Team members. **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 7: Students will have access to an on-line program called Ripple Effects. The program offers personalized social, emotional learning for our elementary students through 4th grade. The computer program has over 150 tutorial topics centered around five keys which are self-awareness, social awareness, self-management, relationship skills, and responsible decision making, The program addresses the needs for character education and safety training through interactive, age appropriate lessons. Students will have access to the lessons while in the computer lab, classroom, or in a disciplinary setting. **Strategy's Expected Result/Impact:** Decrease the number of discipline referrals and make a positive effect on the climate of the school. **Staff Responsible for Monitoring:** Counselor, Administrators and ISS Aide **ESF Levers:** Lever 3: Positive School Culture				
Strategy 8: We are partners with the Houston Food Bank who provides packs of food for students to take home on Fridays. **Strategy's Expected Result/Impact:** Help provide nutrition for students living in poverty so they are hungry over the weekends. Students will feel supported and loved when they pick up their pack. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6				
Strategy 9: The Character Strong curriculum and strategies will be used to promote character education and support positive character development in students. The Character Strong lessons will be in a newsletter that goes out to teachers so that it is easy to follow and goes along with our campus goals and morning announcements. The newsletter will include activities and videos, as well as questions to help dig deeper into building strong characters. **Strategy's Expected Result/Impact:** Help build strong character in students so they develop positive character traits and know how to deal with conflict appropriately when it arises thus decreasing classroom disruptions and office referrals. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

No Progress

Accomplished

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Discontinue

Goal 7: The District will provide resources and all campuses will implement positive behavioral strategies that decrease student discipline referrals resulting in ISS, OSS and discretionary placements to DAEP.

Performance Objective 1: The campus will decrease the number of discretionary ISS and OSS assignments for the 2020-2021 school year when compared to the 2019-2020 school year.

Evaluation Data Sources: Discipline Records

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers will be trained in PBIS (Positive Behavior Interventions and Supports) by the twelfth week of school . Then teachers will implement positive behavioral strategies recommended by PBISworld.com. throughout the school year. **Strategy's Expected Result/Impact:** Increase learning time for students who struggle with behavior by decreasing the number of classroom removals. **Staff Responsible for Monitoring:** Principal and counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Strategy 2: If a student is removed from the classroom for behavior concerns, they will interact with the counselor and discuss positive replacement behaviors for the disruptive behaviors. Ripple Effects, online platform, is also used to teach positive behaviors if the counselor is not available. **Strategy's Expected Result/Impact:** Decrease disruptive classroom behaviors. **Staff Responsible for Monitoring:** None **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 3: Resolve it counseling service meets with students who have been affected by any of the following: parents who are incarcerated, have domestic violence in the household, or are under CPS custody. The licensed psychologist meets with students on a weekly basis to help support their needs. **Strategy's Expected Result/Impact:** Decrease in the number of ISS and OSS assignments due to severe or persistent misbehavior. **Staff Responsible for Monitoring:** counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 4: Students are reminded daily of our campus vision statement, Cultivating Kindness and Creating Life Long Learners. Mini character lessons/reminders are given by the counselor each day on the morning announcements and the principal reminds the students to fill their day with Kindness, Lots and Lots of Learning and Respect to everyone they see. Students are taught songs about being kind and friendship while in music class. **Strategy's Expected Result/Impact:** Reduce the number of office referrals, see an increase in compliments and respect between students and teacher/staff-student relations. **Staff Responsible for Monitoring:** Administrators, all staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Our campus counselor will push into classrooms during lunch to give character lessons each week. **Strategy's Expected Result/Impact:** Decrease the number of office referrals, especially those dealing with negative peer interactions or classroom disruptions. **Staff Responsible for Monitoring:** Counselor and Principal **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 6: Students participate in Bullying Prevention Month activities. Each morning during the month of October students hear a mini lesson on Bullying Prevention on the announcements. **Strategy's Expected Result/Impact:** Decrease in the number of bullying incidents/office referrals that deal with bullying. **Staff Responsible for Monitoring:** Principal and Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 7: Our campus based threat assessment team will meet when a need arises/a P3 is received or to just touch base regarding school safety especially in relation to students who may have behavioral, social, or psychological issues that are impacting the campus, staff, and students. The team will assess student issues and find a plan to assist the student as needed so that a larger incident does not occur. The district's Suicide Protocol packet is followed when students threaten to harm themselves. **Strategy's Expected Result/Impact:** Decrease the number of discipline issues/referrals with students by providing them the support they need. **Staff Responsible for Monitoring:** Administrators, Counselor, All Staff, Assessment Team members. **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 8: The Character Strong curriculum and strategies will be used to promote character education and support positive character development in students. The Character Strong lessons will be in a newsletter that goes out to teachers so that it is easy to follow and goes along with our campus goals and morning announcements. The newsletter will include activities and videos, as well as questions to help dig deeper into building strong characters. **Strategy's Expected Result/Impact:** Help build strong character in students so they develop positive character traits and know how to deal with conflict appropriately when it arises thus decreasing classroom disruptions and office referrals. **Staff Responsible for Monitoring:** Counselor **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 9: PBIS will be implemented by all staff members on campus. Preventative measures are key. The goal is to create a safe, civil, and productive school which will reduce barriers to learning and increase motivation to achieve. **Strategy's Expected Result/Impact:** Create a safe, civil, and productive school. Reduce the number of behavior incidents and increase learning opportunities. **Staff Responsible for Monitoring:** Administrative Team/Team Leaders **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Guajardo Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Evaluation Data Sources: Weekly walkthroughs, TTESS observations, Renaissance Growth reports, attendance records

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Leadership is a vital component in teacher retention. According to "The Influence of School Administrators on Teacher Retention Decisions, the most frequently-cited reason identified by teachers who had left their position was a lack of administrative support. Improved teacher retention requires increased training for administrators in research-based methods to create positive climate and culture, collaborative work environments, and to develop teacher leadership roles. (https://teachplus.org/sites/default/files/publication/pdf/t_co_teacher_retention.pdf) Mrs. Fuller will attend all sessions of the Principals Leadership Network through Region 4. She will also attend the class, From Surviving to Thriving: Creating Equitable Learning Environments Through Emotional Intelligence and Culturally Relevant Practices to increase her capacity as the leader of Guajardo Elementary. **Strategy's Expected Result/Impact:** Increase the positive culture and support at Guajardo Elementary and prevent teachers from leaving due to lack of administrative support. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All teachers are encouraged to self reflect on their practices and seek PD to increase their capacity. Our campus has a budget to cover the expenses. **Strategy's Expected Result/Impact:** Advance the academic achievement of our students. Increase teachers' effective delivery of instruction. **Staff Responsible for Monitoring:** Principal/Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: When teachers believe that together, they are capable of developing students' critical thinking skills, creativity, and mastery of complex content, it happens! Collective teacher efficacy (CTE) refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance. In addition, when collective efficacy is present, staff are better equipped to foster positive behavior in students and in raising students' expectations of themselves by convincing them that they can do well in school. (thelearningexchange.ca/collective-teacher-efficacy/) We also know that Collective Teacher Efficacy has the largest effect size on student learning. Therefore, we will send out a survey to our staff to measure the degree of Collective Teacher Efficacy by the end of the first nine weeks and use the data to further discussions on how we can improve. **Strategy's Expected Result/Impact:** Increase academic achievement. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: New teachers are assigned a mentor who will meet with the new teacher over the course of the year, as well as observe the mentor and the mentor will observe the new teacher too. TCISD also has a New Teacher Academy. **Strategy's Expected Result/Impact:** Increase the capacity of the new teacher and provide support. **Staff Responsible for Monitoring:** Mentor and Principal **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Our faculty and staff know that their personal mental and physical health is important. This is discussed numerous times during faculty meetings. Teachers are told to take the time they need to get matters taken care of, but when they return, they know that we expect 110% effort 100% of the time when they are in the classroom. Often times, teachers are not asked to take a whole day or 1/2 day to make an appointment. Instead, we try to cover the class for a short period of time to allow the staff member time to make a late day appointment. **Strategy's Expected Result/Impact:** Create a culture of caring as well as preserve instructional time with the teacher in the classroom which in turn increases academic achievement. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: All staff are invited to attend monthly team leader meetings. This is important as there are many potential leaders on each team, and we do not want to limit the potential of a staff member who wants to be more involved in moving our campus forward. **Strategy's Expected Result/Impact:** Retain highly talented teachers and grow future leaders. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 7: Positive staff shout outs and good news is shared at each faculty meeting. In addition to shout outs, teachers and staff, including campus custodians, crossing guards, and cafeteria staff are offered snacks for the Woot Woot Wagon to help staff feel valued and cared about. **Strategy's Expected Result/Impact:** When staff feels valued even with small tokens of appreciation or positive praise they will want to stay at the campus and will work harder because they feel more valued and appreciated. **Staff Responsible for Monitoring:** administrative team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: The campus administrative team , faculty & staff will maintain a positive image with all stakeholder groups throughout the community.

Evaluation Data Sources: Informal observations

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Mrs. Fuller participates in the Leadership Mainland hosted by Texas City La Marque Chamber of Commerce. **Strategy's Expected Result/Impact:** Maintain positive relationships with our community partners. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Strategy 2: Teachers and administrators will participate in school related community events such as Duck Derby, Homecoming Parade, Cultural Arts Programs. **Strategy's Expected Result/Impact:** Build relationships with local community partners. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				
Strategy 3: Guajardo Elementary will use local vendors as much as possible to purchase items for luncheons and tokens of appreciation for staff members. **Strategy's Expected Result/Impact:** Build stronger relationships with community members. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				
Strategy 4: Create a social media page for our campus to promote the great things that are happening with our community partners as well as events within our school. **Strategy's Expected Result/Impact:** Maintain a positive image in the community. **Staff Responsible for Monitoring:** Librarian/Secretary **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 5: Guajardo Elementary will continue to gain members and grow the overall capacity of its PTO. PTO meetings will be scheduled in person or virtually to allow more parent participation. Recordings of the meeting will allow parents to view meetings at a later time and give parents access to campus information if they cannot attend a meeting but want to be involved. **Strategy's Expected Result/Impact:** Allow more stakeholders to get involved with campus activities and have a voice in campus business. **Staff Responsible for Monitoring:** PTO and administrative team **Title I Schoolwide Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue