

# *Friendswood ISD*

## *C. W. Cline Elementary Campus Goals 2011 - 2014*





## *VISION*

*Leading to Achieve Excellence*

### *2011- 2014 Campus Goals*

- Goal 1 Student Achievement
- Goal 2 Effective and Efficient Operations for all Components
- Goal 3 Quality Teaching, Administrative, and Support Staff
- Goal 4 Safe, Healthy and Nurturing Schools
- Goal 5 Enduring Relationships with Stakeholders

## 2011-2014 C. W. Cline Campus Goals

### Goal #1: Student Achievement

**Description:** Create a dynamic learning community where each campus and the District achieve the Exemplary rating.

**Quality Indicator 1.1: Student Performance will be at the highest possible level in all areas of the new State Accountability System.**

#### Success Measures:

The success measures for this indicator will be phased in over this period of time. As the criteria are phased in, each measure will be adjusted to reflect the highest level of student performance possible for an indicator.

- A. STAAR Performance (Grade 3) will be equal to or greater than 90% “met standard” for all students and each recognized student sub-group.
- B. The percentage of students identified by Grade 3 STAAR Reading levels will be higher than the level required to gain an Exemplary Distinction for all students and in each student sub-group on Grade 3 STAAR Reading and Grade 3 STAAR Math.
- C. Cline will achieve Distinctions identified by State Accountability System in the following areas: (August 2014)
  - Academic performance in ELA and Math
  - English Language Learner Achievement
  - Fine Arts
  - Physical Education

#### Evaluation Tools:

- Campus benchmarks and concept/common assessments
- Grade 3 STAAR data
- Campus Distinctions

#### Key Strategies:

- Establish staff awareness and identify available resources for the new STAAR assessment. (August-December 2011)
- Review written curriculum for adequate level of depth and complexity for Readiness TEKS in each core academic area (ELA, Math, Science, Social Studies). (August 2012)
- Monitor taught curriculum through systematic walk-throughs, formal teacher observations and weekly lesson plans. (2011-2014)
- Utilize campus and state assessments to direct instruction and curriculum toward Readiness TEKS. (2011-2014)
- Provide training and professional development to support STAAR transition. (2011-2012)
- Utilize campus Professional Learning Communities to: (a) vertically align K-3 TEKS with Grade 3 Readiness and Supporting TEKS in ELA, Math, Science and Social Studies. (2011-2012) (b) integrate research-based differentiation

- instruction and strategies into weekly lesson plans that address the needs of students in all special programs. (2011-2014) (c) plan instructional and systematic changes that address the needs of economically disadvantaged students. (2011-2014)
- Analyze Fitness Gram data and plan specific strategies to improve identified areas of weakness. (2011-2014)
  - Provide professional development opportunities for fine arts and physical education teachers. (2011-2014)

### **Quality Indicator 1.2: Meet Adequate Yearly Progress**

#### **Success Measures:**

- A. Percent of each accountability group meeting Adequate Yearly Progress (AYP) assessment standards for reading and math.
- B. 97% of students served through special education will take general assessments.
- C. Percent of Limited English Proficient (LEP) students meeting Annual Measurable Achievement Objectives (AMAO)

#### **Evaluation Tools:**

- Disaggregated AYP report
- Disaggregated campus assessment data
- Annual Measurable Achievement Objective Report (AMAO)

#### **Key Strategies:**

- Monitor the progress of all student groups to ensure that they demonstrate mastery of AYP requirements. (2011-2014)
- Monitor the progress of students served through special education to ensure that they demonstrate mastery of AYP requirements on state assessments. (2011-2014)
- Ensure high achievement standards for students served through special education so that no more than three percent take an alternate assessment. (2011-2014)
- Ensure that students taking STAAR-Modified have access to and make progress in enrolled grade level curriculum. (2011-2014)
- Use research-based differentiation instruction and strategies in the classrooms for students identified as at-risk, special needs, ESL, and dyslexic. (2011-2014)

### **Quality Indicator 1.3: Increased Advanced Academic Performance**

#### **Success Measures:**

- A. Achieve highest number of Gold Performance Acknowledgements.
- B. 97% attendance rate for all students and each subgroup.

#### **Evaluation Tools:**

- Academic Excellence Indicator System (AEIS) annual report
- Six week Attendance Reports

**Key Strategies:**

- Continue part-day absence procedures to increase time in class and decrease late arrivals and early withdrawals. (2011-2014)
- Monitor student attendance, tardies, and part-day absences through V-Soft . (2011-2014)
- Research (2011-2012) and implement (2012-13) pilot project for Project Based Learning (PBL).
- Incorporate techniques of HEAT (Higher order thinking, Engaged learning, Authentic learning, and Technology) into weekly instruction. (2011-2014)

**Quality Indicator 1.4: Students and Staff Will Be Prepared for 21<sup>st</sup> Century Workforce Development**

**Success Measures:**

- A. PBL experiences will be implemented by a pilot group of teachers. (2012-2013)
- B. Each teacher will provide one project/problem/discovery experience each semester. (2013-2014)

**Evaluation Tools:**

- Lesson plans
- Project presentations
- Online curriculum guides
- District technology assessments
- Network technology reports
- Texas STaR Chart data
- Campus technology plans

**Key Strategies:**

- Provide staff development on project/problem/discovery-based learning. (2011-2012)
- Facilitate a pilot group of teachers to implement PBL experiences in their classrooms. (2012-2013)
- Teachers will work collaboratively to plan and implement PBL into their classroom/grade levels. (2013-2014)
- Review and revise the campus technology plan annually. (2011-2014)
- Provide opportunities for teachers to participate in on-line training modules in technology proficiency and integration. (2011-2014)
- Provide staff development on the integration of current and emerging technologies. (2011-2014)
- Provide staff development on the use of the new technology tools in place (SMART Boards, mimios, document cameras, digital and flip cameras). (2011-2014)

**Quality Indicator 1.5: Reading on Grade Level by the End of 2<sup>nd</sup> Grade**

**Success Measures:**

- A. 90% of K-2<sup>nd</sup> grade students meeting progress monitoring targets as defined by early reading assessment instruments.
- B. 90% of students will be reading on grade level by the end of 2<sup>nd</sup> grade.

**Evaluation Tools:**

- DRA and PAPI reports
- Benchmark and assessment data

**Key Strategies:**

- Implement the DRA and PAPI with fidelity across grade levels. (2011-2014)
- Provide all students a balanced literacy program that includes systematic phonics instruction, focused fluency instruction, direct and explicit comprehension instruction, and instructional strategies driven by data analysis. (2011-2014)
- Monitor student progress regularly through the RtI program to provide early and appropriate intervention in K-2. (2011-2014)

**Goal #2: Effective and Efficient Operations**

**Description:** The district will align its resources with its mission and establish operational processes that systematically improve individual systems

**Quality Indicator 2.1: Complete projects included in the 2007 bond**

**Success Measures:**

- A. Implement planned technology initiatives
- B. Bond projects completed in a timely manner and within budget

**Evaluation Tools:**

- New initiatives in place and functioning
- Bond reports to Board

**Key Strategies:**

- Implement student and staff data storage/digital locker solution (2011-2012)
- Provide staff training and support to implement Skyward for managing grades, lesson plans, registration/scheduling, budget, and textbooks. (2011-2012)

**Quality Indicator 2.2: Increase Building Energy Efficiency.**

**Success Measures:**

- A. Maintain or decrease utility usage per square foot across the campus.

**Evaluation Tools:**

- Utility bills
- Campus financial data

**Key Strategies:**

- Increase campus awareness and programs to decrease utility usage. (2011-2014)
- Review and correct concerns listed on campus monitoring reports. (2011-2014)

**Quality Indicator 2.3: Maximize Efficient Use of District Resources**

**Success Measures:**

- A. Achieve the highest rating on the state financial accountability system (FIRST).
- B. Maintain or increase student performance while containing district expenditures per student

**Evaluation Tools:**

- State financial accountability system report (FIRST)
- Comprehensive Annual financial Report (Annual Audit)
- Fall PEIMS submission
- Campus financial data

**Key Strategies:**

- Develop and implement a process to ensure use of campus resources is aligned with campus goals. (2011-2014)
- Review expenditure budgets on a monthly basis. (2011-2014)

**Goal #3: Quality Teachers, Administrators, and Support Staff**

Description: The district will recruit, employ and retain a quality teaching, administrative and support staff to attain excellence in student performance.

**Quality Indicator 3.1: Effective Employee Recruitment Program**

**Success Measures:**

- A. All positions filled at the opening of school with 100% State Assignment Criteria.
- B. Increase ethnic diversity of professional staff to reflect student ethnicity.

**Evaluation Tools:**

- NCCLB Highly Qualified Report
- AEIS Report
- District Cognos Report

**Key Strategies:**

- Review applications, interview and hire only highly qualified candidates

## **Goal #4: Safe, Healthy, and Nurturing Schools**

**Description:** The district will provide and maintain safe, healthy and nurturing environments conducive to learning, which will enable students to think critically and act responsibly.

### **Quality Indicator 4.1: Safe and Orderly Learning Environments**

#### **Success Measures:**

- A. Regularly scheduled safety drills.**
- B. Provide education and awareness on bully prevention, harassment and cyber-safety.**
- C. Reduction in number of office referrals and students assigned to In-school suspension.**

#### **Evaluation Tools:**

- **Safety drill reports**
- **Bullying Incident reports**
- **Discipline reports**
- **Staff development agendas and records**

#### **Key Strategies:**

- **Update and communicate the campus Crisis Management Manual annually. (2011-2014)**
- **Ensure that the campus discipline plan is consistent with FISD Student Code of Conduct. (2011-2014)**
- **Implement an anti-bullying education program for staff and students. (2011-2014)**
- **Review, update, communicate, and implement safety programs and drills. (2011-2014)**
- **Train teachers, students, and parents on important cyber-safety issues. (2011-2014)**
- **Review and implement strategies of Capturing Kids' Hearts and Character Counts. (2011-2014)**
- **Provide awareness program for students on the importance of manners (Manners Matter). (2011-2012)**
- **Update classroom and campus emergency kits. (2011-2014)**

### **Quality Indicator 4.2: Healthy Staff and Students**

#### **Success Measures:**

- A. 40% of students will achieve a healthy fitness zone rating on all six tests.**
- B. Monitor the number of staff that report regular exercise.**
- C. Decrease student absenteeism.**
- D. Decrease amount of staff sick leave.**

#### **Evaluation Tools:**

- **FitnessGram Report**
- **6 week Attendance Reports**
- **Staff Survey**
- **AESOP records**

**Key Strategies:**

- **Incorporate lessons in PE classes that focus on individual student health and lifelong fitness goals in a variety of personalized activities. (2011-2014)**
- **Continue an active School Health Advisory Council (SHACC) representing stakeholder interests. (2011-2014)**
- **Provide health education and safety information via newsletters and district websites. (2011-2014)**
- **Make employees aware of resources available to promote wellneww and reduce stress. (2011-2014)**
- **Monitor student and staff attendance each 6 weeks. (2011-2014)**
- **Implement M. E. R. T. (Medical Emergency Response Team) Education Foundation grant. (2011-2012)**
- **Provide daily recess for all students that encourages free play and physical activity. (2011-2014)**

**Goal #5: Positive Relationships with Stakeholders**

**Description:** The district will build and maintain positive relationships with its stakeholders to create common interests in support of the district’s mission.

**Quality Indicator 5.1: Timely and Effective Communication**

**Success Measures:**

- A. Continue to utilize the district and campus websites for communication.**
- B. 75% of student’s parents subscribe to Constant Contact.**
- C. Updated campus webpages.**

**Evaluation Tools:**

- **Channel 16 programming**
- **Website Usage Reports**

**Key Strategies:**

- **Each campus team will provide articles and photos of “news worthy” activities and events for posting on campus website. (2011-2014)**
- **Provide staff reminders to update teacher websites. (2011-2014)**
- **Provide updated information and photos to campus website. (2011-2014)**

# Glossary of Terms

**Academic Excellence Indicator System (AEIS):** The state system pulls together a wide range of information on the performance of students in each school and district in Texas every year. This includes test information from TAKS, SAT, ACT, Advanced Placement, as well as Attendance, Dropout Rate, and Completion Rate.

**Adequate Yearly Progress (AYP):** A measurement defined by the United States Federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests. All kindergarten through 12th grade schools are required to demonstrate AYP in the areas of reading/language arts, mathematics, and either graduation rates, for high schools and districts, or attendance rates for elementary and middle/junior high schools.

**Annual Measurable Achievement Objectives (AMAO):** AMAO-Objectives measure the progress toward attainment of English proficiency and academic achievement standards.

**AMAO 1: Progressing in English language acquisition**

Annual increases in the number or percentage of students making progress in learning English

**AMAO 2: Exiting or reaching English language proficiency**

Annual increases in the number or percentage of students attaining English language proficiency by the end of each school year

**AMAO 3: ELL-Adequate Yearly Progress (AYP)**

AYP for the ELL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics

**Benchmarks:** Interim assessments designed to measure students' mastery of the Texas Essential Knowledge and Skills (TEKS) and district curriculum. These assessments are designed to provide both teachers and students with pertinent data about individual and class performance early and often so that focused instructional intervention can be implemented.

**Campus Average Daily Attendance Report:** A report that records the aggregate days' attendance divided by the number of days of instruction to compute the average daily attendance. ADA is used in the formula to distribute funding to Texas Public Schools.

**Comprehensive Annual Financial Report (CAFR):** The official annual financial report of the district. The CAFR contains the independent auditor's report, management's discussion and analysis, the district's audited financial statements, required and other supplementary information, and a comprehensive statistical section.

**Continuous Improvement (CI):** The product of an integrated approach to organizational performance management that results in delivery of ever-improving value to students and stakeholders, contributing to improved educational quality.

**Distinguished Achievement Plan:** An extension of the standard graduation plan, which recognizes those students who demonstrate stellar academic progress and exceptional

scholarship. Students must complete all elements of the recommended achievement plan and then receive a combination of advanced measures.

**District Alternative Education Program (DAEP):** A program designed to meet the educational needs of students removed from the regular school program for disciplinary reasons. The program is conducted in a building or in a section of a building separate from the regular school campus.

**Early Reading Instruments:** An assessment in both English used to identify students in grades K-2 who are at risk of reading failure. It is the goal with early identification and subsequent intervention, these students will be reading at grade level by the beginning of 3rd grade.

**English as a Second Language (ESL):** An educational program serving students who are learning English. The program provides students with accelerated English language development and vocabulary.

**General Operating Fund:** The district's primary operating fund. It accounts for all financial resources and expenditures except those required to be accounted for in another fund. The principal sources of revenue include local property taxes and state funding. Expenditures include costs associated with the daily operations of the school.

**Gifted and Talented:** The Texas Education Agency's definition of a gifted student is a child or youth who performs or shows potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.

**Gold Performance Standard:** Based on TEA's Gold Performance Acknowledgments (GPA), created by the Texas Legislature in 2001 to recognize districts and campuses for high performance in areas that go above and beyond the basics. There are 11 different categories in which a GPA can be earned at the district level and 13 different categories at the campus level.

**Highly Qualified Report:** An annual report of Local Educational Agencies (LEA) to the Texas Education Agency of the "highly qualified" status of teachers at each campus as of the assigned reporting date for the current school year.

**Limited English Proficient (LEP):** A Limited English Proficient student is a student who is new to the United States and is learning English.

**Linguistically Accommodated Testing (LAT):** Assessment given to LEP students who have been exempt from taking the TAKS tests.

**No Child Left Behind (NCLB):** The law reauthorized a number of federal programs aiming to improve the performance of U.S. primary and secondary schools by increasing the standards of accountability for states, school districts, and schools, as well as providing parents more flexibility in choosing which schools their children will attend. Additionally, it promoted an increased focus on reading and reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). The Act was signed into law on January 8, 2002.

**Performance Based Monitoring Assessment System (PBMAS):** An automated data system that reports annually on the performance of school districts and charter schools in selected

program areas (bilingual education/English as a Second language, career and technical education, special education, and certain Title programs under No Child Left Behind.

**Performance Objectives Report:** Charts the yearly growth required in each instructional area to meet the district goal of all campuses earning the state Exemplary standard by the end of the five-year goal cycle.

**Project/Problem Based Learning (PBL):** Use of in-depth and rigorous classroom projects to facilitate learning and assess student competence. Students use technology and inquiry to respond to a complex issue, problem, challenge or discovery. PBL focuses on student-centered inquiry and group learning with the teacher acting as a facilitator.

**Public Education Information Management Systems (PEIMS):** Encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

**Recommended Achievement Plan:** The standard graduation plan recommended for any student planning to continue formal study beyond high school at the college/university level or in a vocational/technical institute.

**Response to Intervention (RTI):** The practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction and goals, and applying the child's response data to important educational decisions.

**School Health Advisory Council (SHAC):** A state mandated committee primarily composed of parents with representation from the faith based community, medical community, business community, government, social services, students and school personnel. The SHACs advise and make recommendations to the School District and School Board on issues that impact student health.

**Student Enrollment Report:** Weekly report of total student enrollment by school with district total and comparison to last year's enrollment at the same week. The report is also broken down by grade level.

**State of Texas Assessments of Academic Readiness (STAAR) Grades 3 - 8:** State assessment based on the Texas Essential Knowledge and Skills (TEKS), the standards designed to prepare students to succeed in college and careers and to compete globally.

STAAR will emphasize “readiness” standards, defined as those TEKS considered critical for success in the current grade or subject and important for preparedness in the grade or subject that follows. Four foundation areas are tested:

Grades 3 – 8 - Reading and Mathematics

Grades 4 & 7 – Writing

Grades 5 & 8 – Science

Grade 8 – Social Studies

**State of Texas Assessments of Academic Readiness End Of Course (STAAR EOC):** State assessment based on the Texas Essential Knowledge and Skills (TEKS) for high school credit courses. Twelve End of Course high school exams in the four foundation content areas – mathematics, English, science and social studies. Content tested covers the material for the course taken that year.

**Texas Annual Immunization Report:** A report of the current immunization status of HEB ISD students for the current school year. The report is submitted yearly in December and also includes the number of students who have exemptions for conscientious objections or medical reasons.

**Texas Education Agency Equity Distribution Report:** An analysis of the disparity between the percentage of non- highly qualified, inexperienced, and/or out-of-field teachers on high-poverty vs. low poverty campuses and high- minority vs. low-minority campuses in the Local Education Agency (LEA).

**Texas English Language Proficiency Assessment System:** Assessment in the areas of listening, speaking, reading and writing that is given to all LEP students. The AMAO scores are derived from the TELPAS scores.

**Texas Essential Knowledge and Skills (TEKS):** A state-mandated set of learning objectives for the students in the Texas public schools.

**Texas School Technology and Readiness Chart (STaR Chart):** Developed around the four key areas of the *Long- Range Plan for Technology, 2006-2020: Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology*. The Texas Teacher STaR Chart is designed to help teachers, campuses, and districts determine their progress toward meeting the goals of the *Long-Range Plan for Technology*, as well as meeting the goals of their district.

**University Interscholastic League (UIL):** An organization created by The University of Texas at Austin. The voluntary-membership, non-profit organization exists to organize and properly supervise educational extracurricular academic, athletic, and music contests.