

Hays Consolidated Independent School District

Buda Elementary School

2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Buda Elementary is to preserve our legacy and empower students to achieve their highest aspirations through collaboration and student centered learning opportunities.

Vision

Buda Elementary prepares learners for the future through innovation, inspiration, and creative collaboration.

Value Statement

I am a BUDA achiever; I will

Be respectful and responsible

Use good manners at all times

Do my personal best

And always make safe choices

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Goals


Goal 1: Hays CISD believes in the achievement of every student.







Performance Objective 1: The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, college readiness, and career development. Our staff believes in the education of the whole child and knows that success is based on more than the result of a single test.







T-PESS Standard 1- Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.







Evaluation Data Source(s) 1: The principal will provide a report to their Deputy Academic Officer summarizing student academic performance, including college, career, and military readiness efforts at their campus. A summary of staff professional development efforts addressing data disaggregation, administrative walk-throughs, and CTE programs, will be provided by the principal to the Deputy Academic Officer that includes literacy and math data, along with specific curricular and teaching strategies to address these areas. PK-3 reading levels will be measured at the beginning and end of each year. The principal will monitor student growth comparing approaches/meets/masters % vs. the state.













Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Reading: The campus will implement the 1,000 word challenge, provide training and professional development for all K-2 teachers for a focus on phonics using open court and utilize a balanced literacy approach to improve literacy.	2.4	District Support Provided by ELA Content Coordinators Campus Principal	3rd, 4th and 5th grade will increase Domain 1 by 5% when using STAAR score comparison groups for the 2018-19 school year. TTESS Dimension 2.2 Content Knowledge and Expertise				

2) Writing: Writing goals have been established for all grade levels that align to the grade level TEKS. In addition, the master schedule identifies writing instruction. The district will provide specific professional development (TBD) for 4th grade teachers. Students will also demonstrate growth through writing samples to be presented to parents during their EOY student-led conferences.	2.4	District Support Provided by ELA Content Coordinators Campus Principal	4th grade will increase Domain 1 by 10% in comparison groups for the 2018-19 school year. TTESS Dimension 2.2 Content Knowledge and Expertise				
3) Math: Increasing Numeracy facts through the implementation of formative loop will be a school priority.	2.4	District Support Provided by Math Content Coordinators Campus Principal	3rd, 4th and 5th grade will increase Domain 1 by 5% when using STAAR score comparison groups for the 2018-19 school year. TTESS Dimension 2.2 Content Knowledge and Expertise				
4) Science/STEM: The campus has set expectations for teachers to meet appropriate lab minutes as identified by the district. Staff are encouraged and expected to utilize the campus science lab providing students with real-world connections.	2.4	District Support Provided by Science Content Coordinators Campus Principal	5th grade will increase Domain 1 by 5% when using STAAR score comparison groups for the 2018-19 school year. TTESS Dimension 2.2 Content Knowledge and Expertise				
5) Social Studies: Students will engage with lessons that are aligned to standards as well as providing them real-life opportunities for civic responsibilities. One example would be to participate in a mock vote during election season.	2.4	District Support Provided by Social Studies Content Coordinators Campus Principal	93% of teachers will score proficient or higher in T-TESS Dimension 2.2 by planning, delivering and assessing engaging lessons aligned to grade level standards. TTESS Dimension 2.2 Content Knowledge and Expertise				
6) Instructional Planning: Teachers will complete weekly lesson plans. Administration will use walk-throughs, observations and PLC's to provide feedback.	2.5	District Support Provided by Director of Curriculum and Instruction Campus Principal	90% of teachers will score proficient or higher on T-TESS dimension 1.1 TTESS Dimension 1.1 Standards and Alignment				
7) Progress Monitoring: Teachers will share student information/data during the 3rd PLC meeting of each month. This will help identify trends and provide a direction for professional development.	2.4	District Support Provided by Director of Academic Support Campus Principal	During the monthly PLC meeting, 100% of teachers are expected to bring student work/data and make adjustments to the visual display in the PLC room identifying growth or areas of concern for all students. TTESS Dimension 2.5 Monitor and Adjust				

8) Data and Assessment: 100% of teachers will participate in district professional planning days as well as campus professional planning days with a focus on student data to monitor our progress towards student growth.	2.4	District Support Provided by Coordinator of Accountability and Testing Campus Principal	100% of staff have an opportunity to facilitate professional development and lead their peers. TTESS Dimension 1.2 Data and Assessment				
9) Response to Intervention: Tiered instruction was built into the master schedule. An effort to push-in more this year with our interventionist was a conscious decision.	2.6	District Support Provided by Director of Academic Support Campus Principal	BES will make an increase of 3% in Domain II for the 2018-19 school year. TTESS Dimension 2.4 Differentiation				
10) English Learners: All instructional staff are ESL certified and utilize a variety of instructional techniques identified as high-yield strategies for all ESL students.	2.6	District Support Provided by the Director of PK-12 Multilingual Education Campus Principal	BES will make an increase of 3% in Domain II for the 2018-19 school year. TTESS Dimension 2.4 Differentiation				
11) Special Education Services: Co-teaching was the starting point for the BES master schedule for grades 3-5. A purposeful plan to ensure all special education students are integrated into general education settings.	2.4	District Support Provided Director of Special Education Campus Principal	100% of teachers will ensure students IEP's are followed and implemented. Instructional teachers is expected to attend 100% of students ARD's. TTESS Dimension 2.4 Differentiation				
12) Dyslexia Services: BES will utilize the RtI committee to review and appropriately identify students that qualify for services.	2.4	District Support Provided by Director of Academic Support Campus Principal	100% of identified students will receive appropriate dyslexia services provided through a qualified dyslexia teacher. TTESS Dimension 2.4 Differentiation				
13) 504 Services: BES Assistant Principal will ensure that all students identified under 504 will be provided services as prescribed in their plan. utilizing E-Sped system to monitor and log communication.	2.4	District Support Provided by Director of Academic Support Campus Principal	100% of identified 504 students will receive identified accommodations. TTESS Dimension 2.4 Differentiation				

14) Accelerated Instruction for At-Risk Students: BES counselor provides lessons for all students on a weekly basis as well as the implementation of our SEL program The 7 Mindsets.	2.6	District Support Provided by Director of Academic Support and the Director of Student Services Campus Principal	BES will make an increase of 3% in Domain II for the 2018-19 school year. TTESS Dimension 1.3 Knowledge of Students				
15) Gifted and Talented Services: BES utilizes the cluster group model set forth by the district to maximize learning for identified GT students.	2.5	District Support Provided by Coordinator of Gifted and Talented Campus Principal	100% of students identified at Gifted and Talented (GT) are placed in a cluster group. TTESS Dimension 1.4 Activities				
16) College, Career and Military Readiness: During the campus career day a variety of professionals present to students.	2.5	District Support Provided by Director of College and Career Readiness and Counseling Campus Principal	BES will hold a career day event during the 2018-19 school year. TTESS Dimension 2.1 Achieving Expectations				
17) Career and Technical Education: Students at BES are provided opportunities through labs, field trips and guest speakers with a focus on real world learning experiences.	2.5	District Support Provided by the Director of Career and Technical Education Campus Principal	100% of students will participate in learning opportunities presented to them during the 2018-19 school year. TTESS Dimension 2.1 Achieving Expectations				
18) Instructional Technology: Teachers will utilize technology in ways that enhance activities, promote blended learning opportunities and help with parent communication.	2.5	District Support Provided by the Director of Digital Learning Campus Principal	100% of teachers will implement/utilize a variety of platforms (websites, kahoot, dojo, dreambox) to promote our 2nd year of our blended learning implementation model. TTESS 1.4 Activities				
19) Advanced Academics: BES has a STEM/Science lab as well as maker space materials, including a 3D printer, for students to engage in opportunities beyond their TEKS.	2.5	District Support Provided by Coordinator of Advanced Academics Campus Principal	BES master level on STAAR for all grades, 3-5, will increase by 5% for the 2018-19 school year. TTESS Dimension 2.1 Achieving Expectations				

20) Pre-Kindergarten Program: BES provides an open house forum for parents to engage in a conversation about their child's Pre-K experience as well as expectations from the instructor.	2.5	District Support Provided by Director of Early Childhood and Extended Day Programs Campus Principal	100% of parents will receive the PowerPoint presentation from the Pre-K instructor. TTESS Dimension 2.2 Content Knowledge and Expertise				
21) Kindergarten: The district will provide guidance to parents to ensure a smooth transition from early childhood programs such as head-start and PK (Countdown to Kindergarten).	2.5	District Support Provided by Director of Early Childhood and Extended Day Programs Campus Principal	100% of students entering Kindergarten will receive an invitation to participate in Countdown to Kinder. TTESS Dimension 4.4 School Community Involvement				
22) Pregnancy-Related Services: The district provides support services, including the Compensatory Education Home Instruction (CEHI) program, to pregnant and parenting students. The PEP staff collaborates with other programs including Early Head Start staff, counselors, case managers, educators, support staff and others who support pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. These services continue to be administered while the student is receiving home instruction services.	2.6	District Support Provided by the Coordinator of Pregnancy Related Services Campus Counselor	100% of students served with PEP/CEHI services will be provided education in all course subjects required for promotion/graduation, courses in child development, parenting, Job-related skills and community services. TTESS Dimension 2.4 Differentiation				
23) Higher Education Requirements: The district will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, DC opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.	2.5	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	All students grades 8-11 will receive Navigate your Future course guides. All 6-11 grade students will complete a career and learning styles inventory. All students grades 9-11 will complete their course selection and individual graduation plans. TTESS Dimension 2.1 Achieving Expectations				

24) Title I: The Title I, Part A school wide program is designed to provide supplemental instruction support to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services (see Title I campus plan).	2.4	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Principal	The Campus Allocations worksheet maintains a rank order with needs prioritized and funds efficiently utilized within the grant year. Campus Title I plans reflect strategies developed from a comprehensive needs assessment and fiscal prioritization categorized by the Commissioner's 4 priorities. TTESS 4.1 Professional Demeanor and Ethics				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Hays CISD is dedicated to treating all stakeholders with respect and dignity.



Performance Objective 1: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The campus will partner with local and state entities to assure preparedness. Specific areas to be addressed are campus access, detecting and reporting possible threats, and building an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually and followed throughout the district.







Evaluation Data Source(s) 1: The campus will utilize the updated EOP along with district safety protocols and training. The campus will report to their Deputy Academic Officer an overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies). The principal and appropriate staff will attend all relevant training throughout the year on this topic. Specific attention will be given to the communication of campus/district safety efforts (both physical and training) to our community.














TPESS Standard 2 - Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

TPESS Standard 4 - School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Student Safety: BES parents are expected to check in and check out upon visiting our campus. We ask for identification and scan all visitors through the raptor system. Campus staff are updated during staff meetings regarding safety expectations and procedures--including SRP training.	2.5	District Support Provided by the Director of School and Student Safety Campus Principal	BES will demonstrate a 3% increase in parent satisfaction from the district's end of year survey, K12 Insight, regarding school safety. TTESS Dimension 3.1 Environment, Routines and Procedures				
2) Social Emotional Learning: BES utilizes Cloud 9 character education as well as The 7 Mindsets.	2.5	Director of College and Career Readiness and Counseling Campus Counselor	BES will demonstrate a 3% decrease in student referrals for the 2018-19 school year. TTESS Dimension 3.3 Classroom Culture				

3) Increasing Attendance, Drop-Out Prevention: BES utilizes a variety of techniques and incentives to encourage students to attend school, some include 9 Week bike giveaways, weekly 97% class recognition for attendance, pawsitive referrals, etc.	2.5	District Support Provided by the Director of Student Services Campus Principal	BES will reach 97% or higher in attendance for the 2018-19 school year. TTESS Dimension 3.3 Classroom Culture				
4) Student Engagement: High yield strategies from lead4ward will be implemented.	2.6	District Support Provided by the Director of Extra- and Co-Curricular activities Campus Principal	BES survey results from K12 Insight will reflect a 5% increase in students feeling engaged on campus. TTESS Dimension 3.3 Classroom Culture				
5) Positive Behavior Intervention Support: BES utilizes a variety of systems to support PBIS. Some examples include meeting each child at the door, social contract, common area expectations on anchor charts, morning announcements--Buda Achiever--about character expectations.	2.5	District Support Provided by the Director of Student Services Campus Principal	BES will reduce the number of office referrals by 3% for the 2018-19 school year. TTESS Dimension 3.2 Managing Student Behavior				
6) Health and Wellness: The district will implement the coordinated school health plan and encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC).	2.5	District Support Provided by the Director of Health Services Campus Nurse	All SHAC meeting notes, sign-in sheets and agendas reflect implementation of actionable items. TTESS Dimension 3.1 Classroom Environment, Routines, and Procedures				
7) Early Intervention: The district will provide counseling and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will enter a Counseling/Social workers Intern Model with TX state. The district will continue to train staff in Suicide Prevention and update the Suicide Action Plan.	2.6	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse) TTESS Dimension 4.1 Professional Demeanor and Ethics				
8) Addressing Abuse: The district will adhere to the district policy addressing sexual abuse and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.	2.6	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse) TTESS Dimension 4.1 Professional Demeanor and Ethics				

9) Anti-Bullying: The district will ensure that the discipline management program provides for prevention, intervention and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. Students will have access to the Hays Hope Line to report harassment, bullying and other personal issues.	2.6	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of counselors submit counseling logs and guidance lessons to the Director of College and Career and Guidance. TTESS Dimension 4.1 Professional Demeanor and Ethics				
10) Homelessness: Campus counselors will identify students that are homeless and utilize district resources (TI reservations and TEXSHEP funds), in coordination with the homeless liaison, to provide emergency instructional supplies, hygiene products and clothing as needed.	2.6	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Counselor	100% of students identified as homeless under McKinney Vento, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
11) Foster Care: The district will provide supplemental transportation and free lunch to ensure educational stability for children in foster care.	2.6	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Counselor	100% of students identified as a Foster student, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
12) Migrant Services: The district will utilize a shared service arrangement with Region 13, to provide a high-quality and comprehensive educational program for migratory children that: reduces the education disruptions and other problems that result from repeated moves, does not penalize in any manner by disparities among the States in curriculum, provides appropriate services, full and appropriate opportunity to meet state academic standards, and that benefits students from systemic reform.	2.6	District Support Provided by the Coordinator of LPAC, Testing and Translation Campus Principal	The campus will provide services to 100% of migrant students identified through the utilization of Region 13 SSA. (See Priority for Services Addendum) TTESS Dimension 1.3 Knowledge of Students				
13) DAEP: The district will monitor performance data of students served in the DAEP including: student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.	2.6	Director of Student Services Campus Principal	S.M.A.R.T Goal Here TTESS Dimension 1.3 Knowledge of Students				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Hays CISD is dedicated to the safety, social and emotional well-being of students and staff.



Performance Objective 1: Cultivating great community and staff relations requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our campus is committed to increasing client engagement both internally and externally.

Evaluation Data Source(s) 1: Staff will receive targeted training, after a process review, in the areas of customer service and community relations. The campus will develop strategies and systems to make this the best place to work, and these strategies will be shared with the Deputy Academic Officer. The campus will provide a monthly update on community and staff outreach. An employee engagement survey will be given and the results will be utilized to address needs as identified.








TPESS Standard 3 - Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

TPESS Standard 5 - Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Customer Service: BES will provide excellent customer service to all stakeholders. BES will promote our campus, as well as Hays CISD, using social media (like FB) and Twitter).	3.2	District Support Provided by the Communication Specialists and the Director of Community Relations Campus Principal	BES K12 Insight survey results will reflect a rating of 90% or higher in customer satisfaction. TTESS Dimension 2.3 Communication				
2) School Community Involvement: BES will continue to promote and encourage active participation from the community through its PTA organization. BES will provide opportunities such as Big Dogs, Talent Show, Father-Daughter Dance, Mother-Son game night, Buda Buddies, etc.	3.2	District Support Provided by the Director of Student Services Campus Principal	BES PTA membership will increase by 5% for the 2018-19 school year. TTESS Dimension 4.4 School Community Involvement				

3) Goal Setting (CNA/CIP/DIP): BES CLT meets 4 times in a school year to review progress on goals set forth in the campus CIP.	3.2	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Principal	BES will conduct 4 CLT meetings during the 2018-19 school year. TTESS Dimension 4.2: Goal Setting				
4) Communicating Student Achievement to Parents: Fall Parent-Teacher Conferences are held as well as Spring and EOY student-led conferences. Other systems in place to facilitate communication include email, meetings such as ARDS and RtI and grades.	3.2	District Support Provided by Coordinator of Accountability and Testing Campus Principal	BES will provide 100 % of students with report cards during each 9 week grading period. TTESS Dimension 2.3 Communication				
5) Professional Development: Ongoing and embedded professional development will take place at BES during weekly PLC meetings. Monthly staff meetings and district provided PD will also support teachers ongoing learning.	2.4	District Support Provided by the Coordinator of Professional Development and Special Projects Campus Principal	100% of teachers will receive campus and district PD throughout the 2018-19 year as reflected by staff sign in sheets and Eduphoria. TTESS Dimension 4.3 Professional Development				
6) Professional Learning Communities: Weekly PLC meetings with a focus on student growth.	2.5	District Support Provided by the Coordinator of Professional Development and Special Projects Campus Principal	BES will increase their Domain II score by 5% for the 2018-19 school year. TTESS Dimension 4.3 Professional Development				
7) Attract/Retain high quality staff: Retention rates at BES continue to be high due to the organizational culture and leadership opportunities.	2.4	District Support Provided by the Director of Human Resources Campus Principal	K12 Insight survey results will show a 5% increase in satisfaction in the workplace and with their supervisor. TTESS Dimension 4.3 Professional Development				
8) Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.	3.1	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Principal	100% of Title I campuses will upload agendas, sign in sheets, meeting notes, and meeting announcements of meetings held to discuss and distribute the Parental and Family Engagement Plan. TTESS Dimension 4.4 School Community Involvement				

<p>9) Fiscal Compliance: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p>	<p>2.4</p>	<p>District Support Provided by the Director of Federal Programs, State Reports and Grants and the Chief Financial Officer Campus Principal</p>	<p>Federal and state compliance will be met in accordance to EDGAR and ESSA, by receiving zero "missed" Initial Compliance Review (ICR) indicators, maintaining 100% rank order with campus allocations, receiving zero audit findings during review, and meeting 100% of comparability and MOE standards. The campuses will utilize ESSA budget templates to plan expenditures with measurable outcomes.</p> <p>TTESS Dimension 4.1 Professional Demeanor and Ethics</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							