

Hays Consolidated Independent School District

Pfluger Elementary School

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Our mission is to foster a relentless passion for learning with our extraordinary students through an environment that values high expectations, relationships and diversity.

Core Beliefs

We believe in

- creating a positive, nurturing and safe learning environment
- recognizing that each person contributes value to our diverse community
- teaching the whole child cognitively, emotionally, physically and socially
- innovation, creativity and connections to the community in which we live and to the greater society
- creating an environment that encourages risk taking
- active parent and community participation

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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 is using a guided reading focus for grades 3-5 and a streamlined phonics program for K-2.	2.4	District Support Provided by ELA Content Coordinators Campus Principal	Grades 3-5 will increase Domain 1 by 5% from 2018 scores. Grades Kinder to 2nd will decreased referrals for dyslexia screening by 10%. TTESS Dimension 2.2 Content Knowledge and Expertise				

2) Writing: The campus ensures daily writing activities in each subject for all grade levels. Fourth graders are specifically working on formal writing submissions with inter-rater reliable. The campus will incorporate the best practices from the Gretchen Bernabie PD series.	2.4	District Support Provided by ELA Content Coordinators Campus Principal	4th Grade will increase Domain 1 by 10% in comparison to 2018 writing score. TTESS Dimension 2.2 Content Knowledge and Expertise				
3) Math: The campus will implement the formative loop math facts series to enhance basic math knowledge.	2.4	District Support Provided by Math Content Coordinators Campus Principal	4th grade will increase Domain 1 scores by 5% compared to 2018 scores. 5th grade will increase Domain 1 scores by 10% compared to 2018 scores. TTESS Dimension 2.2 Content Knowledge and Expertise				
4) Science: The campus is proactively unpacking the new science TEKS to better align instructional practices to meet higher standards.	2.4	District Support Provided by Science Content Coordinators Campus Principal	5th grade scores by 10% compared to 2018 scores TTESS Dimension 2.2 Content Knowledge and Expertise				
5) Social Studies: The campus uses cross-curriculum connections and integrates writing into lessons to enhance non-fiction events, places and people in history.	2.4	District Support Provided by Social Studies Content Coordinators Campus Principal	85% of teachers will score proficient on T-TESS dimension 2.2 sequencing instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, and related content and within real world scenarios. TTESS Dimension 2.2 Content Knowledge and Expertise				
6) Instructional Planning: The campus uses weekly PLCs and the district PD calendar to support instructional planning.	2.5	District Support Provided by Director of Curriculum and Instruction Campus Principal	90% will score proficient on Dimension 1.1 connected to standards and alignment. TTESS Dimension 1.1 Standards and Alignment				
7) Progress Monitoring: The campus uses monthly campus-wide supplemental services meetings and PLCs to review the progress of all students. The campus uses both formative and summations measures/exams to track student progress.	2.4	District Support Provided by Director of Academic Support Campus Principal	100% of teachers will present weekly data in PLC, compare data within team and provide interventions and extensions as evidenced by student growth. TTESS Dimension 2.5 Monitor and Adjust				
8) Data and Assessment: Data will be used to adjust instruction to enhance the Tier 1 and 2 support, to design supplemental tutoring services and create the plan for Focused Instructional Time (FIT).	2.4	District Support Provided by Coordinator of Accountability and Testing Campus Principal	90% of teachers are expected to use data to drive FIT groups, supplemental tutoring services, and Tier III support as evidenced by student growth on common assessments. TTESS Dimension 1.2 Data and Assessment				

9) Response to Intervention: Students in Tier 2 and 3 have instructional goals and teachers monitor their successes and provide feedback in Eduphoria.	2.6	District Support Provided by Director of Academic Support Campus Principal	70% of teachers will enter Tier II goals and update progress monitoring data monthly in Eduphoria. TTESS Dimension 2.4 Differentiation				
10) English Learners: The campus uses sheltered instructional strategies in daily lesson delivery.	2.6	District Support Provided by the Director of PK-12 Multilingual Education Campus Principal	Campus will increase Domain II scores by 5% TTESS Dimension 2.4 Differentiation				
11) Special Education Services: The campus master schedule is purposeful in ensuring that students have access to general education in accordance to their IEPs.	2.4	District Support Provided Director of Special Education Campus Principal	100% of teachers will follow required IEP schedule and implement IEP classroom accommodations. TTESS Dimension 2.4 Differentiation				
12) Dyslexia Services: The campus will utilize data and appropriate exit criteria to properly identify and place students in reading support programs.	2.4	District Support Provided by Director of Academic Support Campus Principal	The campus will exit 10% of identified dyslexic students from direct services by May 2019. TTESS Dimension 2.4 Differentiation				
13) 504 Services: The campus assistant principal will ensure that all students identified as needing 504 services will be provided with access to general education opportunities that are progress monitored by teachers.	2.4	District Support Provided by Director of Academic Support Campus Principal	100% of identified 504 students will have annual meetings. 100% of teachers will implement required accommodations. TTESS Dimension 2.4 Differentiation				
14) Accelerated Instruction for At-Risk Students: The campus counselor provides guidance and counseling to support the social and emotional needs of students. Academically, students have access to extended day tutoring services and FIT time during the instructional day.	2.6	District Support Provided by Director of Academic Support and the Director of Student Services Campus Principal	100% of students will participate in bi-monthly classroom guidance classes provided by the school counselor. 100% of all students requiring additional classroom interventions will participate in FIT and extended day tutorials. TTESS Dimension 1.3 Knowledge of Students				
15) Gifted and Talented Services: We will utilize the cluster group model to maximize the differentiated learning opportunities for project based learning.	2.5	District Support Provided by Coordinator of Gifted and Talented Campus Principal	100% of identified GT will be placed clustered in classrooms taught by teachers with 30 hours of foundation training in GT instructional strategies. TTESS Dimension 1.4 Activities				

16) College, Career and Military Readiness: The campus will host a career fair for grades 2-5 in which parents, community and businesses come to talk about their career experiences.	2.5	District Support Provided by Director of College and Career Readiness and Counseling Campus Principal	Pfluger will hold a career day event during the 2018-19 school year. TTESS Dimension 2.1 Achieving Expectations				
17) Career and Technical Education: The campus hosts a Saturn V magnet program that focuses on STEM education and integrates a career elements into the curriculum.	2.5	District Support Provided by the Director of Career and Technical Education Campus Principal	100% of Saturn V students will participate in engineering, project based learning (PBL) and blending learning through their STEAM class. TTESS Dimension 2.1 Achieving Expectations				
18) Instructional Technology: The campus uses instructional software such as but not limited to: Dreambox, Kahoot, social media outlets, Reading A-Z, Science A-Z, and Raz Kids. The campus uses instructional hardware for purposeful planning and lesson delivery.	2.5	District Support Provided by the Director of Digital Learning Campus Principal	100% of teachers will purposefully plan for integration of technology in classroom instruction as found in lesson plans. TTESS 1.4 Activities				
19) Advanced Academics: The campus hosts a Saturn V program for grades 4 and 5 which utilizes project based learning, PLTW, Genius Hour and Engineering to enhance the learning experiences of students in science.	2.5	District Support Provided by Coordinator of Advanced Academics Campus Principal	100% of all 5th grade students in STEM will pass the science STAAR test. TTESS Dimension 2.1 Achieving Expectations				
20) 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				

<p>21) 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.</p>	2.6	<p>District Support Provided by the Coordinator of Pregnancy Related Services</p> <p>Campus Counselor</p>	<p>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.</p> <p>TTESS Dimension 2.4 Differentiation</p>				
<p>22) 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.</p>	2.5	<p>District Support Provided by Director of College and Career Readiness and Counseling</p> <p>Campus Counselor</p>	<p>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.</p> <p>TTESS Dimension 2.1 Achieving Expectations</p>				
<p>23) 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).</p>	2.4	<p>District Support Provided by the Director of Federal Programs, State Reports and Grants</p> <p>Campus Principal</p>	<p>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.</p> <p>TTESS 4.1 Professional Demeanor and Ethics</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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: The campus sets the expectation that all visitors will utilize the single-point of entry, sign in, and present their ID upon arrival. Campus staff will be updated on the campus safety plan.	2.5	District Support Provided by the Director of School and Student Safety Campus Principal	100% of all visitors will be required to provide their ID to sign in for campus events. Campus safety plan will be updated. TTESS Dimension 3.1 Environment, Routines and Procedures				
2) Social Emotional Learning: The campus will utilize the Cloud 9 character education program along with the campus counselor small group guidance series.	2.5	Director of College and Career Readiness and Counseling Campus Counselor	100% of classrooms will have bi-monthly guidance classes. TTESS Dimension 3.3 Classroom Culture				

3) Increasing Attendance, Drop-Out Prevention: The campus has developed positive attendance incentives for teachers and students. The campus monitors attendance weekly. The campus regularly meets with parents regarding attendance.	2.5	District Support Provided by the Director of Student Services Campus Principal	The campus will increase attendance to 97%. TTESS Dimension 3.3 Classroom Culture				
4) Student Engagement: The campus will utilize the engagement strategies from the E3 Alliance playbook. These strategies include, but are not limited to, "Think Pair Square Share" and "use of exit tickets".	3.1	District Support Provided by the Director of Extra- and Co-Curricular activities Campus Principal	75% of teachers will score proficient on Dimension 3.1 connected to classroom culture and student engagement. TTESS Dimension 3.1 Classroom Culture				
5) Positive Behavior Intervention Support: The campus is streamlining expectations for common areas such as cafeterias, halls, restrooms and attention strategies for quick crowd response.	2.5	District Support Provided by the Director of Student Services Campus Principal	The campus will have a decrease referrals by 5%. 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	The campus will implement 2 family health and fitness events focused on healthy and active lifestyles. 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	The campus will only use the DAEP for a mandatory placement. 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: The campus will utilize technology (hardware/software), surveys, social media and award ceremonies to highlight the successes of the campus and build pride within and among the community.	3.2	District Support Provided by the Communication Specialists and the Director of Community Relations Campus Principal	K-12 insight survey will show a 5% increase in customer service indicators. TTESS Dimension 2.3 Communication				
2) School Community Involvement: The campus is utilizes curriculum nights, parent engagement nights, and will increase the number of events that families have opportunity to attend.	3.2	District Support Provided by the Director of Student Services Campus Principal	By the end of the year, Pfluger will have two more parent/family events. TTESS Dimension 4.4 School Community Involvement				

3) Goal Setting (CNA/CIP/DIP): The campus leadership team meets at least quarterly to review PD plans, campus procedures, and budget expenditures.	3.2	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Principal	The campus will have agendas, signature sheets and summary notes to document all 4 meetings. TTESS Dimension 4.2: Goal Setting				
4) Communicating Student Achievement to Parents: The campus hosts an annual parent-conference day. Throughout the year, teachers maintain ongoing communications regarding student grades and attendance. Parents are asked to participate in RTI meetings, ARDs, teacher-conferences and other meetings as needed to enhance student achievement.	3.2	District Support Provided by Coordinator of Accountability and Testing Campus Principal	Each 9 weeks, every students' guardian/parent will be in receipt of communication regarding their child's progress. TTESS Dimension 2.3 Communication				
5) Professional Development: The campus PD supports the instructional playbook, PBIS and guided reading. PD is delivered during PLCs and faculty meetings and is delivered by both teachers and administration.	2.4	District Support Provided by the Coordinator of Professional Development and Special Projects Campus Principal	Once a month, PD will be provided to all teachers related to the instructional playbook, PBIS, and guided reading as evidenced by attendance sheets and agendas. TTESS Dimension 4.3 Professional Development				
6) Professional Learning Communities: The focus of PLCs this year will be on common assessments in alignment with the TEKS and SEs.	2.5	District Support Provided by the Coordinator of Professional Development and Special Projects Campus Principal	The campus will increase their Domain II scores by 5%. TTESS Dimension 4.3 Professional Development				
7) Attract/Retain high quality staff: Through high quality professional development the campus administration creates opportunities for growth, leadership and development within the interest of the teacher to advance and be proficient in their skill sets.	2.4	District Support Provided by the Director of Human Resources Campus Principal	Teacher turn over will decrease by 10%. 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>				
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TTESS Dimension 4.1 Professional Demeanor and Ethics

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  = Discontinue