



SISD Lonestar Board Goals

Board Goal 1	The percent of students who perform at the meets grade level or above on the ELAR STAAR will increase from 32% to 48% by June 2024.
Annual Targets	2021: 36% 2022: 40% 2023: 44% 2024: 48%
Sub-Pops	Link to sub-pop tracking for Goal 1 and GPMS 1.1 and 1.3
GPM 1.1	ELA common assessment performance at meets grade level will increase from 25% to 36% by May 2021.
6-Week Targets	1st 6-wks: 25% 2nd 6-wks: 27% 3rd 6-wks: 30% 4th 6-wks: 33% 5th 6-wks: 36%
GPM 1.2	The district attendance rate for all students will increase from 95% to 96% by May 2021 including virtual and face to face students.
6-Week Targets	1st 6-wks: 95% 2nd 6-wks: 95.5% 3rd 6-wks: 96% 4th 6-wks: 96% 5th 6-wks: 96% 6th 6-wks: 96%
Sub-Pops	Link to sub-pop tracking for GPM 1.2
GPM 1.3	Students will meet or exceed growth measure increasing from 45% (STAAR Growth) to 66% by May 2021 based on NWEA MAP data.
6-Week Targets	1st 6-wks: 45% 2nd 6-wks: 50% 3rd 6-wks: 55% 4th 6-wks: 60% 5th 6-wks: 66%
GPM 1.4	The percent of all students in PBIS Tier 2 will decrease from 11.5% in SY18/19 to 10% in by May 2021.
6-Week Targets	1st 6-wks: 5% 2nd 6-wks: 4% 3rd 6-wks: 4% 4th 6-wks: 4% 5th 6-wks: 3% 6th 6-wks: 3%
Sub-Pops	Link to sub-pop tracking for GPM 1.4
Board Goal 2	The percent of students who perform at the meets grade level or above on the Math STAAR will increase from 38% to 52% by June 2024.
Annual Targets	2021: 41% 2022: 45% 2023: 49% 2024: 52%
Sub-Pops	Link to sub-pop tracking for Goal 2 and GPMS 2.1 and 2.3
GPM 2.1	Math common assessment performance by all students at meets grade level will increase from 38% to 41% at each unit assessment by May 2021.
6-Week Targets	1st 6-wks: 38% 2nd 6-wks: 39% 3rd 6-wks: 40% 4th 6-wks: 41% 5th 6-wks: 41%
GPM 2.2	The district attendance rate for all students will increase from 95% to 96% by May 2021.
6-Week Targets	1st 6-wks: 95% 2nd 6-wks: 95.5% 3rd 6-wks: 96% 4th 6-wks: 96% 5th 6-wks: 96%
Sub-Pops	Link to sub-pop tracking for GPM 2.2
GPM 2.3	Students will meet or exceed growth measure increasing from 38% (STAAR Growth) to 71% by May 2021 based on NWEA MAP Data.

6-Week Targets	1st 6-wks: 38% 2nd 6-wks: 48% 3rd 6-wks: 58% 4th 6-wks: 68% 5th 6-wks: 71%
GPM 2.4	The percent of all students in PBIS Tier 2 will decrease from 11.5% in SY18/19 to 10% in May 2021.
6-Week Targets	1st 6-wks: 5% 2nd 6-wks: 4% 3rd 6-wks: 4% 4th 6-wks: 4% 5th 6-wks: 3% 6th 6-wks: 3%
Sub-Pops	Link to sub-pop tracking for GPM 2.4
Board Goal 3	The number of high school graduates identified as CCMR ready will increase from 81.2% (combined local and state indicators) to 97% (combined local and state indicators) by June 2024.
Annual Targets	2021: 85% 2022: 87% 2023: 92% 2024: 97%
Sub-Pops	Link to sub-pop tracking for Goal 3 and GPMS
GPM 3.1	The percent of graduating students earning an Industry-based certifications will increase from 32% to 40% by August 2021.
Targets	Fall Semester: 24% Spring Semester 30%
GPM 3.2	The percent of Snyder High School graduating students who meet the TSI component (TSI Complete/ACT/SAT) will increase from 18% to 30% during May 2021.
Targets	Fall Semester: 25% Spring Semester 30%
GPM 3.3	The percent of Grade 8 students taking Pre-ACT 8/9 will increase from 0% to 20% by August 2021.
Targets	Fall Semester: 0% Spring Semester 20%
GPM 3.4	The percent of Snyder High School students earning dual credit will increase from 23% to 30% by May 2021.
Targets	Fall Semester: 24% Spring Semester 27%
GPM 3.5	The percent of graduating seniors meeting any indicator of the CCMR state guidelines will increase from 53% to 85% by August 2021 (reported in 2021-22 Accountability).
Targets	2020: 66% (18-19 data) Fall Semester 2020: 68% Spring Semester 2021: 85%
Board Goal 4	The percentage of students reading on grade level (meets grade level) at the end of 3rd grade will increase from 25% to 60% by June 2024.
Annual Targets	2021: 40% 2022: 45% 2023: 50% 2024: 60%
Sub-Pops	Link to sub-pop tracking document for Goal 4 and GPMS
GPM 4.1	Common assessment performance by 2nd grade students at meets grade level will increase from 31% to 41% by May 2021.
6-Week Targets	1st 6-wks: 31% 2nd 6-wks: 33% 3rd 6-wks: 35% 4th 6-wks: 37% 5th 6-wks: 39% 6th 6-wks: 41%
GPM 4.2	1st grade student performance will increase from 2.5% to 41% by May 2021 using the Independent Reading Level Assessment Framework (IRLA) from American Reading Company.
6-Week Targets	1st 6-wks: 2.5% 2nd 6-wks: 10% 3rd 6-wks: 17% 4th 6-wks: 24% 5th 6-wks: 31% 6th 6-wks:

	41%
GPM 4.3	Kindergarten student performance will increase from 0% to 41% by May 2021 using the IRLA.
6-Week Targets	1st 6-wks: 0% 2nd 6-wks: 10% 3rd 6-wks: 15% 4th 6-wks: 25% 5th 6-wks: 35% 6th 6-wks: 41%
Board Goal 5	The percentage of students on grade level in math at the end of 3rd grade will increase from 41% to 60% by June 2024.
Annual Targets	2021: 43% 2022: 47% 2023: 53% 2024: 60%
Sub-Pops	Link to sub-pop tracking document for Goal 5 and GPMS
GPM 5.1	Math common assessment performance by 2nd grade students at meets grade level will increase from 34% (2020 baseline) to 43% on unit assessments by May 2021.
6-Week Targets	1st 6-wks: 34% 2nd 6-wks: 35% 3rd 6-wks: 36% 4th 6-wks: 37% 5th 6-wks: 39% 6th 6-wks: 43%
GPM 5.2	1st grade students grade level performance will increase from 40% at or above mean level (BOY) to 75% at or above mean level (EOY) by May 2021 on NWEA MAP as measured by growth assessments.
6-Week Targets	1st 6-wks: 40% 3rd 6-wks: 60% 6th 6-wks: 75%
GPM 5.3	Kindergarten students grade level performance will increase from 72% at or above mean level (BOY) to 85% at or above mean level (EOY) by May 2021 on NWEA MAP as measured by growth assessments.
6-Week Targets	1st 6-wks: 72% 3rd 6-wks: 80% 6th 6-wks: 85%
Constraint 1	The superintendent shall not allow campus administration or staff to eliminate or abbreviate PLCs with 100% of all campuses complying with the expectation from the start of the 20-21 school year.
CPM 1.1	Principals or campus administrative designee will consistently lead instructional planning with full alignment of the PLCs between unit and lesson planning and analysis of assessment data showing an increase from a baseline of 50% to 100% of the campuses complying with this expectation by October 2021.
CPM 1.2	The principals or campus administrative designee will use the lead4ward model to plan assessment and instruction, using aligned common assessments, review analysis with spiraling of priority instructional categories and components showing an increase from a baseline of 50% to 100% of the campuses complying with this expectation by January 2021.
Constraint 2	The superintendent shall not allow campus administration or staff to eliminate, abbreviate or neglect teacher timely submissions of standards based lesson plans using the district's lesson plan format with 100% of the campuses complying with the expectation from the start of the 2020-21 school year.
CPM 2.1	Campus administrators will insure staff are using adequately aligned and developed lesson plans and assessment tools as evaluated by district guidelines showing an increase from a baseline of 50% to 100% of the campuses complying with expectations by November 2020.
CPM 2.2	Campus administrators will insure desired student expectations and outcomes by monitoring alignment between quality lesson plans and classroom instruction increasing from the baseline of 25% of the campuses meeting walk-through expectations (10 documented

	walk-throughs per week) to 100% of the campuses meeting walk-through expectations by May 2021.
Constraint 3	<p>The superintendent shall not allow campus principals to retain teachers assigned core content instruction with student STAAR/EOC first administration results in at least one of the following:</p> <ul style="list-style-type: none"> • Overall student average (approaches, meets, masters) of less than 27. • Overall student growth at less than 50% of students achieving meets or exceeds growth level. <p>without being placed on a growth plan. Teachers on a growth plan for two or more consecutive years will need to be reassigned from a tested subject. All teachers on a growth plan must complete all requirements.</p>
CPM 3.1	The campus principals will provide documented support/request interventions for teachers not meeting a 27 average scores on formative assessment data during the 20-21 school year increasing from a baseline of 0% compliance to 100% compliance by May 2021.
CPM 3.2	The campus principals will provide documented support/request interventions for teachers not meeting at least 30% of their students meeting growth on formative assessment data during the 20-21 school year increasing from a baseline of 0% compliance to 100% compliance by May 2021.
Constraint 4	Superintendent shall not retain principals with T-PESS ratings of developing or lower in two or more categories in a summative rating without being placed on a growth plan. Principals on a growth plan for two or more consecutive years will be removed. All principals on growth plan must complete all requirements in the time specified.
CPM 4.1	The number of principals being scored as developing decreasing from 50% in May 2019 to 0% by May 2021. All principals scored as developing on their most recent T-PESS will engage in goal setting and documented activities to meet on-going expectations designed to address the developing areas.
Constraint 5	The superintendent shall not allow campus administrations or staff to eliminate, abbreviate or neglect a positive behavior intervention system.
CPM 5.1	Campus PBIS teams will engage in data analysis and needed adjustments based on a minimum of a 6-week monitoring program for Tier 1 and Tier 2 and will meet the benchmark of quality increasing from 50% to 100% of the campuses by May 2021.
Board Self-Constraints	<p>The board shall operate within the Board's role as defined above, and the Board's operating procedures. The Board either collectively or through the actions of individual Board Members, shall not:</p> <ul style="list-style-type: none"> • Invest less than 50% of its minutes each month into monitoring student outcome goals. • Perform or appear to perform any of the responsibilities delegated to the Superintendent. • Modify the board's policy manual more than once per year • Violate this or any other Board-adopted policy or Board operating procedure.
Theory of Action	Managed Instruction: The district's central administration directs all instructional materials and methods; and the central administration ensures students experience consistency and quality of instructional delivery across all campuses; the district, through the central administration, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.