Santa Fe Independent School District

Barnett Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: September 19, 2022
Public Presentation Date: September 19, 2022

Mission Statement

Barnett Braves will strive for excellence through collaboration, communication, and compassion.

Vision

Building the BEST at Barnett!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On June 23, 2022, the committee convened to review all data areas. They met from 8-12 at Cowan Administration Building. The committee reviewed 8 areas and identified strenths and problems. After identifying strengths and problems, the committee prioritized the problems using a root cause analysis.

After reviewing the data they came up with the following priorities to address in the 2022-2023 school year.

- Special education students continue to underperform as compared to the all student group.
- Kindergarten reading levels

They also listed the following as strengths:

- Above state averages across the board in grades 3-5 in Reading, Math and Science.
- Met the ELP target in Domain 3.
- Met all Academic Achievement targets, as well as growth targets, in Domain 3.

Demographics

Demographics Summary

Enrollment

Barnett Elementary serves grades PK-5. In 2021-2022, Barnett had a student population of 674 students.

Economic Disadvantaged

Barnett had a 55.49% Economic Disadvantaged enrollment in 2021-2022.

Ethnicity

Barnett is comprised of approximately 64% White students, 29% Hispanic students, and 2% 2 or more races.

Student Groups

Barnett had 45 ESL students, 77 Special Education Students, and 264 at-risk students in 2021-2022.

Attendance

Barnett had an attendance average of 93.73% in 2021-2022.

The district attendance target is 96%.

Student Achievement

Student Achievement Summary

Early childhood:

At the beginning of the year, 85% of students in Kindergarten were at the meets or exceeds expectations level. At the middle of the year, 77% of students in Kindergarten were at the meets or exceeds expectations level. At the end of the year, 70% of students were at the meets or exceeds expectations level.

At the beginning of the year, 63% of students in 1st grade were at the meets or exceeds expectations level. At the middle of the year, 66% of students in 1st grade were at the meets or exceeds expectations level. At the end of the year, 72% of students were at the meets or exceeds expectations level.

At the beginning of the year, 60% of students in 2nd grade were at the meets or exceeds expectations level. At the middle of the year, 70% of students in 2nd grade were at the meets or exceeds expectations level. At the end of the year, 71% of students were at the meets or exceeds expectations level.

STAAR Results

	AGL	Meets	Masters
3rd Reading	88	63	37
3rd Math	87	63	36
4th Reading	91	67	28
4th Math	91	73	49
5th Reading	92	66	45
5th Math	86	67	40
5th Science	83	54	27

Student Achievement Strengths

Barnett far exceeds state averages, as well as most surrounding districts, across the board in 3-5 Math, Science, and Reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education students fall below all other student groups. **Root Cause:** Teachers are not using differentiated strategies to meet their individual needs.

Problem Statement 2: Kindergarten students are not meeting the target for reading on grade level by the end of the year.

School Culture and Climate

School Culture and Climate Summary

Core Values

*Create a student-centered environment

*Inspire learning

*Cultivate a "we" culture

*Strive toward excellence through continuous improvement

*Build meaningful, trusting relationships

Professional Learning

Barnett has fully implemented Professional Learning Communities at each grade level.

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- Time is built into the day to address both staff and student needs and for professional growth and peer collaboration.
- Learning designs are utilized within the PLC for teacher professional growth.

Curriculum

- Focus on Strengthening of Literacy in ALL ELA Classrooms
  - Mini Lesson Refinement in Lucy Calkins
- Second year of implementation of new Math curriculum (refinement)

- ° Eureka Math
- Refine the implementation of Stem Scopes in 5th grade Science

Instructional Coaching

Each campus has a Math/Science and a Reading/Social Studies Instructional Coach. The coaching model was implemented in 2018-2019. There are two Instructional Coaching Coordinators and all coaches have received extensive coaching training. Whole group and individual coaching cycles for core academic areas occur on each campus.

School Climate

Barnett has implemented the following.

- Parent, staff, and student surveys were sent out two times during the year. Responses were analyzed and needs identified.
- Character Strong SEL curriculum was implemented in 2021-2022.
- The House system is being refined and enhanced.
- Threat assessment teams implement the district's threat assessment policy and procedures.
- Counselors provide grade-appropriate information to students regarding topics such as anti-bullying, healthy relationships, suicide prevention, and the prevention of drug and alcohol abuse.
- Counselors and campus administrators are interacting throughout the day in both high traffic areas and individual student conferences in their effort of ensuring the safety of all SFISD students.
- Advisory groups at each campus provide feedback to campus administrators.
- Each campus has an instructional leadership team as well as a site-based decision making committee to make decisions, lead change, and set and monitor goals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

SFISD experiences a high retention rate for teachers. Many of the teachers are also graduates of SFISD and have remained in the area and currently serve their community as professional educators. In order to better meet the challenges of educators new to the profession and to increase new teacher retention rates, SFISD has a New Teacher Mentoring Program and employs a full-time professional who monitors and assists new teachers as needed. In addition, SFISD offers high quality job embedded professional learning opportunities, teacher leadership opportunities, and collaborative campus cultures to retain teachers and improve instruction.

Santa Fe ISD hosts a job fair at the Cowan administration building each school year.

SFISD is 100% highly qualified per Every Student Student Succeeds Act (ESSA) guidelines.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SFISD curriculum and instruction documents are created from state adopted TEKS strands . By TEA and other accountability measures, the standards are vertically and horizontally analyzed, organized, and scaffolded to meet the grade level expectations for successful student achievement. Curriculum documents are organized in the following forms within our district: Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-weeks, Week At A Glance (WAG) – provides a clear unit parameters, assessments schedule, and Power Standards for each nine-weeks, Unit Planning Guides- provides a framework and protocol for teachers to backwards design instruction with multiple pathways, Instructional Planning Guides –provides a framework for instruction that happens each day. District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment.

Vehicles for learning are provided throughout our district's various platforms. Learning can be accessed and facilitated in the following ways: physically-classroom environment; or electronically/virtually- CANVAS (Learning Management System) or Microsoft Office 365. Our classrooms tend to use a hybrid approach for facilitating learning to meet the needs of our digital learners.

Professional Learning Communities (PLCs) are organized on each campus. The relevance of these communities is to maximize the capacity of adult learning. Learning is ongoing, systemic, and based upon the cycle of continuous improvement. IC maps are being developed to help measure the impact of the work.

During the 2022-2023 school year, the District will continue the implementation of Readers and Writers Workshop. Students learn within the framework of Structured Literacy and grow as a readers, writers, speakers, and listeners. The workshop model allows students to be at the center of their literacy adventure with an exposure to areas of high interest for individual learners and to be instructed with an explicit and systematic approach. RLA curriculum and instruction documents are created from best practices provided by a multitude of resources such as Ohio State University and Teacher's College at Columbia University, Heggerty Phonological Awareness, 95 Phonics and Patterns of Power. Math and Science will continue to focus upon creating literate learners within their content. Resource subject experts visited Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success. The math curriculum for the 2022-2023 school year will be the continuation of Eureka Math. Stem Scopes and Discovery Science will be used as a resource in Science.

The Instructional Coaching Model continues for the 2022-2023 school year, and teachers have access to and support from subject specific instructional coaches to assist teachers in reaching their instructional goals resulting in higher student achievement.

Various learning cohorts and academies were formed within the District to strengthen and reinforce our leaning systems for academic success. Principals, assistant principals, teacher leaders, and other teacher representatives participated in book studies focused upon field related work to develop common practices and procedures to support adult and student learning.

Parent and Community Engagement

Parent and Community Engagement Summary

Barnett promotes activities that encourage lifelong learning and student success.
Activities include:

- Increased formats of communication between parents and teachers
- Campus Parent Engagement Committee
- Campus survey data utilized to continually improve
- Parent/Teacher Association (PTA)
- Parent conference and open house activities to encourage collaboration between parents, teachers, and students
- Family nights such as ESL Night, Braves Behind the Scenes, Meet the Teacher Night, and Open House.
- Monthly family breakfasts per grade level.
- Choir Performances
- Feasts and School Parties
- Fun Run
- STEM Night

School Context and Organization

School Context and Organization Summary

William F. Barnett

- Principal, Destini Martin
- Assistant Principal, Marissa Harrison
- Counselor, Laura Timmons

School context and organization:

- Administration
- Counselor
- Special Education support staff
- Targeted Response to Intervention Process (RTI)
- PBIS
- SOAR is an innovative and effective way of meeting the educational needs of the districts ECSE students along with those of the children of district employees
- Creative Explorers offers the community and SFISD employees reliable child care before and after school
- Barnett provides Professional Learning Community (PLC) meeting, learning, and planning time for teachers. Elementary campuses schedule their PLC time during the day on a rotating basis.
- Instructional Coaching
- Math Interventionist
- Reading Interventionist
- Threat Assessment team
- PTA
- House System
- Dyslexia Instruction

Technology

Technology Summary

The District faces many challenges from aging computer equipment, equality, and standardization of technology devices between campuses. These challenges are being addressed in the District goals.

· During the summer of 2022, the District purchased 24 interactive touch panels for Kubacak and RJ Wollam and 25 laser projectors for secondary to begin refreshing aging STAR Boards and bulb projectors.

· In 2021-2022. The District purchased 1,000 Dell touch screen laptops through the Emergency Connectivity Fund (ECF) grant to continue to refresh secondary student laptops. 100 teacher laptops were also purchased through ECF to meet the needs of increased staff numbers and para-professionals that work directly with students each day.

· In 2020-2021, the District purchased 2,000 Dell laptops through the Operation Connectivity grant. These devices were used to refresh secondary student devices.

· In 2019-2020, the District refreshed student computers for kindergarten and first grade. These touchscreen devices that can be used like a tablet or a full laptop. Additionally, the District refreshed classroom teacher laptops with Dell touchscreen devices that can mirror cast to the classroom projectors.

· Cybersecurity is a top priority for Santa Fe ISD. In March of 2022, the District implemented a managed internal broadband service (MIBS) plan that includes a 24/7 monitoring piece that will alert key staff in a timely manner in the event a breach is detected. Additionally, multiple levels of protection, including a firewall with an additional fail over firewall, have been implemented.

· Beginning in 2020-21, the Technology Department consists of 2 staff members trained to facilitate instructional technology professional development for District staff. The district continues to take advantage of cloud infrastructure. Microsoft Office 365 and Cloud storage will allow students and staff to have access to files and applications from any location with internet access. Microsoft InTune allows district issued student devices to be monitored and managed off-premise.

· Canvas, the district's Learning Management System, is used to provide students with a portal to access a variety of instructional tools and materials which include lesson plans, assignments, quizzes, research materials, and a calendar to keep up with due dates. The District is rebooting how we use this system to make sure we are getting the most for the money invested in this program. Including the ability for teachers to have direct access to Canvas for technical assistance using the Chat Tier one support that was purchased for this year.

· In 2020-2021, the District adopted Linewize, in conjunction with Gaggle, as the district content filter and student safety monitoring. These systems archive all internet history and allow the District to address policy issues and help with building good Digital citizens.

· In 2021-2022, the District added ClassWize to allow teachers to monitor classroom device activity from one location. This allows teachers to refocus students if the begin to veer off the intended assignment site and allows teachers to interact with students from her device to and individual student, a group, or whole class.

· Connectivity between campuses consists of redundant, 10GB fiber connections that provide fast transfer of data between locations and redundancy in the event one of these lines get compromised.

· Internet bandwidth has been increased from 1GB to 1.5 GB in 2021-2022 .

· Our Technology Staff consists of skilled technicians that support District needs and maintain technology equipment throughout the District.

· The Eduphoria HelpDesk application greatly enhances our ability to track and keep up with technology requests and keeps the operation of the technology department running efficiently.

· SFISD campuses have wireless connectivity suitable to support the growing number of student computers. Wireless access points are present in every classroom and in common areas, ensuring solid connections during classroom instruction. In 2020-2021, all access points at SFJH and SFHS were refreshed. Kubacak and RJW are scheduled to be refreshed in the summer of 2023.

· PK-6th grade classrooms are all equipped with student laptop carts. In 2022-23, students in grades 7-12 will receive a student laptop, charger, and protective carrying case. This provides students with the tools necessary to succeed in 21st-century learning.

· Desktop computer labs have reduced in numbers at the campuses due to the current availability of student laptop computers, however, some computer labs are still in place provide additional technology learning environments for students as well as specialized instruction geared towards software applications and successful research practices with Technology TEKS focus. In 2021-2022, a MAC computer lap was installed at SFHS for CTE use.

· Microsoft Office 365 provides storage and file access for staff and students. In addition, Microsoft continues to increase security and add collaborative applications that are useful in classroom instruction and include assistive technology features.

Priority Problem Statements

Goals

Goal 1: Barnett ensures a positive culture of high expectations for all students, staff, families, and the community.

Performance Objective 1: William F. Barnett Elementary is dedicated to building, sustaining, and monitoring a culture of positivity and excellence where students come first. Barnett Braves will strive for excellence through collaboration, communication, and compassion.

Evaluation Data Sources: Parent Survey Data, Teacher Survey Data, Attendance at School Wide Events, Positive Feedback Through Class Dojo

Strategy 1 Details	Formative Reviews		
Strategy 1: All Staff/Students/Parents will be able to recognize and understand the campus vision statement that centers around our core values and builds from the vision of "Building the BEST at Barnett."	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Vision statement posted and easily understood by all stakeholders 2. Students are able to say the vision statement and understand it **Staff Responsible for Monitoring:** 1.Martin/Harrison/Coaches/Team Leads 2. All Staff			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continually build a culture of positivity and excellence where students come first and strive for excellence through collaboration, communication, and compassion.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Teams consistently and systematically meet together in many different types of learning situations to collaborate and learn from one another. 2. Survey data indicating that the majority of staff and parents feel that there are good systems for communication at Barnett. 3. Data indicating decline of behaviors in various settings within the building. **Staff Responsible for Monitoring:** All Staff			

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain and Monitor a culture of positivity where staff members have the opportunity to strive for excellence through collaboration, communication, and compassion.	**Formative**		
Strategy's Expected Result/Impact: 1. Progress made between survey 1 and survey 2. 2. Surveys indicate high levels of engagement and student collaboration. 3. Progress made between survey 1 and survey 2. **Staff Responsible for Monitoring:** Martin/Harrison	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Build upon the positive culture where students and staff feel a sense of belonging and pride through the implementation of the Barnett BEST House System.	**Formative**		
Strategy's Expected Result/Impact: 1. Stronger relationships between staff and students 2. Increased participation in school spirit days and events. **Staff Responsible for Monitoring:** Martin/Harrison/Staff/Students	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to build a school wide positive behavioral system by utilizing Class DOJO as our campus wide behavior system and parent communication tool.	**Formative**		
Strategy's Expected Result/Impact: 1. Points will be counted and rewards earned for the team with the highest positive point count 2. Decrease in behavioral incidents and increase in positive behaviors in all areas of the school. **Staff Responsible for Monitoring:** 1. Harrison/Martin/All staff 2. Classroom teachers	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Establish a school wide understanding of expectations for all common areas of the school building.	**Formative**		
Strategy's Expected Result/Impact: 1. Expectations posted and easily understood by students and staff. 2. Students are able to say and understand the expectations. **Staff Responsible for Monitoring:** 1. Harrison/Martin/All Staff 2. Classroom Teachers	Nov	Feb	May

Strategy 7 Details		Formative Reviews		
Strategy 7: Implement weekly Character Strong SEL Curriculum/lessons		**Formative**		
Strategy's Expected Result/Impact: 1. Weekly Character Strong lessons resulting in stronger socio-emotional skills		**Nov**	**Feb**	**May**
2. Increase in positive relationships between students and staff resulting in positive school culture **Staff Responsible for Monitoring:** 1. All Staff 2. All Staff				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Barnett impacts student achievement positively through high standards of professional learning.

Performance Objective 1: Create a professional learning system to improve practice through a collaborative culture of continuous improvement resulting in increased student achievement.

Evaluation Data Sources: STAAR, Benchmark testing results, Survey Results, Walk-Through data, Coaching data, Observational data

Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs follow the Standards for Professional Learning and the Cycle of Continuous Improvement.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title II	**Nov**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Administrators review and choose an IC Map to assess the impact of adult learning within professional learning communities. All PLC teams understand the purpose and the use of an IC Map to assess the impact of adult learning within PLCs.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title II	**Nov**	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Collect all learning designs being used and analyze them for purpose . Teams will choose and/or develop the appropriate learning design based on data.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title II			

Strategy 4 Details	Formative Reviews		
Strategy 4: Coaches collaborate with the administrative team and set personal goals for PLCs and individual coaching cycles that align with current goals. The goal is for coaches and administrators to purposely and systematically use coaching as a way to hold individuals and teams accountable to the continuous improvement cycle that results in increased student achievement.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: increased student achievement **Staff Responsible for Monitoring:** campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title II			

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers take part in the campus goal setting process and new teachers create their own connection to the mission and the vision. Staff share a common understanding of the mission, vision, and values and can model them in the daily life of school.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title II			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Teachers have clear professional learning goals to improve their practice.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Nov**	**Feb**	**May**

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Intentional collaboration time with Special Education (IST) and General Education teachers to analyze and monitor student progress and plan for individualized instruction and support for students with disabilities.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased Special Education student growth measures as indicated on STAAR reports, Aware data reports, and progress monitoring. **Staff Responsible for Monitoring:** 1. Special Education teachers (IST)/General Education Teachers 2. Martin/Harrison			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Intentional vertical planning collaboration time for all campus teachers to analyze the vertical alignment of learning standards, district resources, and campus expectations.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Increased collaboration across grade levels and content areas 2. Increased student growth measures as indicated on STAAR reports, Aware Reports, and progress monitoring **Staff Responsible for Monitoring:** 1. All Classroom Teachers/Grassmuck/Johanson 2. Martin/Harrison			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Barnett impacts student achievement positively through high standards of professional learning.

Performance Objective 2: Barnett Elementary is dedicated to building and sustaining strong, highly effective teacher leaders that are able to independently move teams through the cycle of continuous improvement.

    Evaluation Data Sources: Leadership Retreat Minutes, Barnett Braves Binder/Leadership Binder, Learning Design Evidence

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide leadership training throughout the school year and differentiate assistance based on the individual need of the leader.	**Formative**		
Strategy's Expected Result/Impact: 1. Teacher leaders understand their role and expectations moving forward with Power PLCs. 2. Weekly use of roles, norms, goals, and action plans within Power PLCs. 3. Independent use of Learning Designs within the PLC Cycle. 4. Movement of novice leader observer, to co-facilitator, to independency. **Staff Responsible for Monitoring:** 1. Martin/Harrison 2. Martin/Harrison/Coaches 3. Martin/Harrison/Coaches 4. Martin/Harrison/Coaches	**Nov**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the Barnett Leadership toolkit so leaders can access information on the norms, roles, goals, learning designs, action plan and PLC Cycle.	**Formative**		
Strategy's Expected Result/Impact: 1. Weekly Use of the Leadership Toolkit in Power PLCs. 2. Weekly Use of the Leadership Toolkit in Power PLCs. 3. Weekly Use of the Leadership Toolkit in Power PLCs. 4. Independent use of the PLC Cycle within **Staff Responsible for Monitoring:** 1. Martin 2. Martin 3. Martin 4. Martin/Harrison/Coaches	**Nov**	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Leaders will continuously implement Learning Designs within the Power PLC Cycle with a specific focus on the area of student and standard need.	**Formative**		
Strategy's Expected Result/Impact: 1. Consistent and systematic use of learning designs within the PLC Cycle. 2. Consistent use of IPG with all high yield components evident. 3. Learning Design completed for each need that teams have. **Staff Responsible for Monitoring:** Martin/Harrison/Coaches/Team Leads	**Nov**	**Feb**	**May**

Strategy 4 Details	**Formative Reviews**		

Strategy 4: Leaders understand their role and expectations as team leaders. They also know how to utilize the leadership tool kit in order to guide teams through the cycle of continuous improvement.
 	
    Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Barnett provides strategies for literacy development for all students.

Performance Objective 1: William F. Barnett Elementary is dedicated to improving academic performance in the areas of Reading and Writing for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Kindergarten, First Grade, and Second Grade will strive to meet 85% of all students reading on grade level. Third Grade will strive to meet 90% AGL, 63% Meets, and 37% Masters. Fourth Grade will strive to meet 90% AGL, 70% Meets, and 40% Masters. Fifth Grade will strive to meet 92% AGL, 70% Meets, and 45% Masters.

Evaluation Data Sources: Local Assessments, State Assessment, SFTAS/Walkthrough, Power PLC Cycle, Instructional Planning Guides (IPGs)

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve/refine initial classroom instruction through the collaborative development of instructional planning guides, refinement of Lucy Calkins Units of Study for Reading and Writing, small group instruction, individual student conferences, vocabulary acquisition strategies, collaborative structures, high level questioning with written responses, STAAR redesign questioning, Phonics programs (Core 95 Phonics and Fountas & Pinnell), and differentiated total engagement instructional strategies. (Domain 1)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change 2. Walk-throughs/Learning Walks/Evidence of implementation of the Units of Study 3. Walk-throughs/Learning Walks/Evidence of implementation of Units of Study and total engagement strategies 4. Walk-throughs/Learning Walks/Evidence of best teaching practices **Staff Responsible for Monitoring:** 1.Martin/Harrison/Grassmuck/ RLA Teachers 2.Grassmuck/RLA Teachers 3. Martin/Harrison/Grassmuck/RLA Teachers 4. Grassmuck **Funding Sources:** - Title I			

Strategy 2 Details	Formative Reviews		
Strategy 2: Improve individual student growth measures (approaches, meets, masters) by analyzing, tracking, and creating action plans and instructional goals for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. Students will collaborate with teachers to create and monitor personal academic goals. (Domain 2)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/Meets expectations on UBA Check points 2. Aware data reports/ BAS progression chart/progress monitoring/mCLASS assessment reports for K-2 3. BAS Levels increasing in grades 3-5 students/Increase in Pre and Post SBA Scores/ 4. Improved student growth measures as indicated on STAAR report **Staff Responsible for Monitoring:** 1. Martin/Harrison/Grassmuck/RLA Teachers 2. Martin/Harrison/Grassmuck/RLA Teachers 3. Martin/Harrison/Grassmuck/RLA Teachers 4. Martin/Harrison/Grassmuck/RLA Teachers/LLI/Dyslexia/HB4545 staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)	**Formative**		
Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ Power PLC minutes **Staff Responsible for Monitoring:** 1. Martin/Harrison/Grassmuck	**Nov**	**Feb**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Improve individual student growth measures for students receiving special education services by analyzing, tracking, and creating action plans and instructional goals using performance data to provide appropriate accommodations and modifications while implementing the inclusive model (advanced support, support facilitation, co-teach, and specialized instruction) and "Healthy Clusters" within the general education classroom. (Domain 3)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/weekly IPG's 3. Individualized Educational Plan (IEP) Goals 4. Increased Special Education student growth measures as indicated on STAAR report. **Staff Responsible for Monitoring:** 1. Martin/Harrison/Grassmuck/RLA Teachers 2. Special Education (IST)/General Education Teachers 3. Special Education teachers (IST) 4. Martin/Harrison			

Strategy 5 Details	Formative Reviews		
Strategy 5: Improve individual student growth measures of Emergent Bilingual (EB) by analyzing, tracking, and creating action plans and instructional goals using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. EB students progress measure as indicated on STAAR progress 4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 5. EB student growth measure as indicated on STAAR report/ELPS posted in classroom 6. EB student growth measure as indicated on STAAR report **Staff Responsible for Monitoring:** Martin/Harrison/RLA Teachers/ESL Teachers			

Strategy 6 Details	Formative Reviews		
Strategy 6: Improve individual student growth measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans and instructional goals using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans 2. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans **Staff Responsible for Monitoring:** 1. Martin/Harrison/ Grassmuck/RLA Teachers 2. RLA Teachers			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Barnett provides strategies for literacy development for all students.

Performance Objective 2: William F. Barnett Elementary is dedicated to improving academic performance in the area of Math for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Kindergarten, First Grade, and Second Grade will strive to meet 80% of mastery for all math priority standards. Third Grade will strive to meet 90% AGL, 70% Meets, and 40% Masters. Fourth Grade will strive to meet 90% AGL, 70% Meets, and 40% Masters. Fifth Grade will strive to meet 91% AGL, 75% Meets, and 50% Masters.

Evaluation Data Sources: Local Assessment, State Assessments, SFTAS/Walkthrough, Power PLC Cycle, Instructional Planning Guides (IPGs)

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve initial classroom instruction by collaboratively developing literate mathematicians through the implementation of Eureka Curriculum, Learning Designs, Guided Math, number talks, small group instruction, vocabulary strategies, collaborative structures, hands on experiences, high level questioning, accountable talk and differentiated total engagement instructional strategies. (Domain 1)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change			
2. Walk-throughs/Learning Walks/Utilizing IPG's			
3. Walk-throughs/Learning Walks			
4. Walk-throughs/Learning Walks/Evidence of best teaching practice **Staff Responsible for Monitoring:** 1.Martin/Harrison/ Johanson/ Math Teachers			
2. Johanson/Math Teachers			
3. Martin/Harrison /Johanson			
4. Johanson			
Funding Sources: math manipulatives - Title I			

Strategy 2 Details	Formative Reviews		
Strategy 2: Improve individual student growth measures (approaches, meets, masters) by analyzing, tracking, and creating action plans and instructional goals for individual students using performance data to provide appropriate reteach strategies, interventions, and enrichment/extensions. Students will collaborate with teachers to create and monitor personal academic goals. (Domain 2)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. Increased student growth measures as indicated on STAAR report 4. Growth from previous STAAR and SBA Data **Staff Responsible for Monitoring:** 1. Martin/Harrison/ Johanson/ Math Teachers 2. Martin/Harrison/ Johanson/Math Teachers 3.Martin/Harrison/ Johanson/Math Teachers/Math Interventionist/HB4545 staff 4. Johanson/Math Teachers/Math Interventionist/HB4545 staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ PLC minutes 2. Lesson Plans/mini lesson plans/ PLC minutes **Staff Responsible for Monitoring:** 1. Martin/Harrison/ Johanson 2. Martin/Harrison/ Johanson			

Strategy 4 Details	Formative Reviews		
Strategy 4: Improve individual student growth measures for students receiving special education services by analyzing, tracking, and creating action plans and instructional goals using performance data to provide appropriate accommodations and modifications while implementing the inclusive model (advanced support, support facilitation, co-teach, and specialized instruction) and "Healthy Clusters" within the general education classroom. (Domain 3)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. Individualized Educational Plan (IEP) Goals 4. Increased Special Education student growth measures as indicated on STAAR report. **Staff Responsible for Monitoring:** 1. Martin/Harrison/ Johanson/Math Teachers 2. Special Education (IST) /General Education Teachers 3. Special education teachers (IST) 4. Martin/Harrison			

Strategy 5 Details	Formative Reviews		
Strategy 5: Improve individual student growth measures of Emergent Bilingual (EB) students by analyzing, tracking, and creating action plans and instructional goals using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. EB students progress measure as indicated on STAAR report 4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 5. EB students' growth measures as indicated on STAAR report/ELPS posted in classroom 6. Increased EB students' growth measures as indicated on STAAR report **Staff Responsible for Monitoring:** 1. Martin/Harrison/ Johanson/ESL Teachers 2. ESL Teachers/LPAC Committee 3. ESL Teachers 4. Harrison/ESL Teachers 5. Harrison			

Strategy 6 Details	Formative Reviews		
Strategy 6: Improve individual student growth measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans and instructional goals using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 1. Aware data reports/			

Individual classroom data digs and action plans/
Team data digs and action plans

2. Aware data reports/
Individual classroom data digs and action plans/
Team data digs and action plans
Staff Responsible for Monitoring: 1. Martin/Harrison/
Johanson/Math Teachers

2. Math Teachers

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Barnett provides strategies for literacy development for all students.

Performance Objective 3: William F. Barnett Elementary is dedicated to improving academic performance in the area of Science for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Fifth Grade will strive to meet 88% AGL, 58% Meets, and 30% Masters.

Evaluation Data Sources: Local Assessment, State Assessments, SFTAS/Walkthrough, Power PLC Cycle, Instructional Planning Guides (IPGs)

Strategy 1 Details	Formative Reviews		
Strategy 1: Improve initial classroom instruction and create literate Scientists through the development of 5E lesson design and implementation of Backwards Design, small group instruction, vocabulary strategies, collaborative structures, hands on lab experiences including STEM, high level questioning, and differentiated total engagement instructional strategies. (Domain 1)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change			
2. Walk-throughs/Learning Walks/Observations			
3. Walk-throughs/Learning Walks/Observations for evidence of vocabulary strategies, canvas and total engagement strategies			
4. Walk-throughs/Learning Walks/Observations for evidence of best teaching practices			
Staff Responsible for Monitoring: 1.Martin/Harrison/Johanson/ Science Teachers			
2. Johanson/Science Teachers			
3. Martin/Harrison			
4. Johanson			

Strategy 2 Details	Formative Reviews		
Strategy 2: Improve individual student growth measures (approaches, meets, masters) by analyzing, tracking, and creating action plans and instructional goals for individual students using performance data to provide appropriate reteach strategies, interventions, and enrichment/extensions. Students will collaborate with teachers to create and monitor personal academic goals. (Domain 2)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. Improved student growth measures as indicated on STAAR report **Staff Responsible for Monitoring:** 1. Martin/Harrison/Johanson/ Science Teacher 2. Martin/Harrison/Johanson/ Science Teacher 3. Martin/Harrison/Johanson/ Science Teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Lesson Plans/mini lesson plans/ PLC minutes **Staff Responsible for Monitoring:** Martin/Harrison			

Strategy 4 Details	Formative Reviews		
Strategy 4: Improve individual student growth measures for students receiving special education services by analyzing, tracking, and creating action plans and instructional goals using performance data to provide appropriate accommodations and modifications while implementing the inclusive model (advanced support, support facilitation, co-teach, and specialized instruction) and "Healthy Clusters" within the general education classroom. (Domain 3)	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans 3. Individualized Educational Plan (IEP) Goals 4. Improved Special Education students growth measures as indicated on STAAR report. **Staff Responsible for Monitoring:** 1. Martin/Harrison/Johanson /Science Teachers 2. Special Education (IST)/General Education Teachers 3. Special Education Teacher (IST) 4. Martin/Harrison			

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative Reviews		
Strategy 5: Improve individual student growth measures of Emergent Bilingual (EB) students by analyzing, tracking, and creating action plans and instructional goals using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans			
2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans			
3. EB students' progress measure as indicated on STAAR report			
4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans			
5. Improved EB students' growth measures as indicated on STAAR report			
Staff Responsible for Monitoring: 1. Martin/Harrison/Johanson/ Science Teachers			
2. ESL Teachers			
3. ESL Teachers			
4. Martin/Harrison/ESL Teachers			
5. Harrison			

Strategy 6 Details	Formative Reviews		
Strategy 6: Improve individual student growth measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans and instructional goals using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans			
2. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans			
Staff Responsible for Monitoring: 1. Martin/Harrison/Johanson/ Science Teachers			
2. Science Teachers			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Barnett develops collaborative partnerships with students, staff, families, and the community.

Performance Objective 1: Barnett Staff Members are committed to providing a variety of classroom and campus events to ensure families are involved in school activities and to help grow successful learners.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Parent Survey and Attendance at Hosted Events

Strategy 1 Details	Formative Reviews		
Strategy 1: Host a "STEM NIGHT" in the fall and spring where parents will be invited to learn more about their child's school and STEM instruction while students have an opportunity to engage in STEM activities.	**Formative**		
	Nov	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide school-wide family engagement events: registration days, roundup, field days, grade level feasts, Kindergarten Graduation, choir performances, and classroom/campus visitations to ensure a smooth transition for children into the public school system, into the next grade level, or to their new campus of promotion. The parent and family engagement committee will meet at least twice each year to review/revise the parent engagement policy and campus compacts.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase Parent Involvement in Parent Activities **Staff Responsible for Monitoring:** All Barnett Staff			

Strategy 3 Details	Formative Reviews		
Strategy 3: Each grade level will host a family engagement breakfast throughout the school year.	**Formative**		
Strategy's Expected Result/Impact: Increased Parent Involvement in Campus Activities	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: All Barnett Staff			

Strategy 4 Details	Formative Reviews		
Strategy 4: Morning Campus announcements will be presented on Facebook Live each morning to engage students, teachers, parents, and community members in the daily activities of Barnett Elementary.	**Formative**		
Strategy's Expected Result/Impact: Increased Parent Involvement in Parent Activities	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: All Barnett Staff			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Utilize various social media platforms (Dojo, Facebook, Instagram, Campus Website) and a monthly Parent Pow-Wow newsletter to communicate important events and campus celebrations throughout the school year.	**Formative**		
	Nov	**Feb**	**May**

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Partner with Barnett Elementary PTA to support student and campus success through administrator collaboration sessions and quarterly campus meetings. Grade level PTA representatives will attend all PTA meetings to share important information with the campus.	**Formative**		
	Nov	**Feb**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Barnett provides equitable access to technology for all students to increase engagement and learning.

Performance Objective 1: Continue to provide equitable access to technology and technology applications to all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will have access to a district issued laptop, our Learning Management System (LMS), and TEKS aligned learning applications.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase student engagement and accessibility to classroom coursework and resources. **Staff Responsible for Monitoring:** Barnett Admin			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to work with Instructional Coaches and classroom teachers to integrate instructional technology in the classroom with an emphasis on moving up Bloom's	**Formative**		
level as it applies to technology (example of resources used: SAMR or PAGER model).	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student engagement and rigor. **Staff Responsible for Monitoring:** Barnett Admin, Instructional Coordinators and Coaches, and Technology Department			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 6: Barnett provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

Performance Objective 1: Barnett Staff Members are committed to providing a variety of classroom and campus events to ensure families are involved in school activities and to help grow successful learners.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Parent Survey and Attendance at Hosted Events

Strategy 1 Details	Formative Reviews		
Strategy 1: Host a "STEM NIGHT" in the fall and spring where parents will be invited to learn more about their child's school and STEM instruction while students have an opportunity to engage in STEM activities.	**Formative**		
	Nov	**Feb**	**May**

Strategy 2 Details	Formative Reviews		

Strategy 2: Provide school-wide family engagement events: registration days, roundup, field days, grade level feasts, Kindergarten Graduation, choir performances, and classroom/campus visitations to ensure a smooth transition for children into the public school system, into the next grade level, or to their new campus of promotion. The parent and family engagement committee will meet at least twice each year to review/revise the parent engagement policy and campus compacts.
    Strategy's Expected Result/Impact: Increase Parent Involvement in Parent Activities
    Staff Responsible for Monitoring: All Barnett Staff
	Formative		

	Nov	**Feb**	**May**

Strategy 3 Details	Formative Reviews		

Strategy 3: Each grade level will host a family engagement breakfast throughout the school year.
    Strategy's Expected Result/Impact: Increased Parent Involvement in Campus Activities
    Staff Responsible for Monitoring: All Barnett Staff
	Formative		

	Nov	**Feb**	**May**

Strategy 4 Details	Formative Reviews		

Strategy 4: Morning Campus announcements will be presented on Facebook Live each morning to engage students, teachers, parents, and community members in the daily activities of Barnett Elementary.
    Strategy's Expected Result/Impact: Increased Parent Involvement in Parent Activities
    Staff Responsible for Monitoring: All Barnett Staff
	Formative		

	Nov	**Feb**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize various social media platforms (Dojo, Facebook, Instagram, Campus Website) and a monthly Parent Pow-Wow newsletter to communicate important events and campus celebrations throughout the school year.	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Partner with Barnett Elementary PTA to support student and campus success through administrator collaboration sessions and quarterly campus meetings. Grade level PTA representatives will attend all PTA meetings to share important information with the campus.	Formative		
	Nov	Feb	May

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 7: Barnett utilizes funds in a fiscally responsible manner to optimize student educational experiences.

Performance Objective 1: Barnett will correctly utilize the budget guidelines created by Zero-Based Budgeting and all expenditures will be in support of campus goals which are based on the campus needs assessment.

    Evaluation Data Sources: The budget will be reviewed quarterly.

Strategy 1 Details		Formative Reviews		
Strategy 1: Review and approve purchase orders on an as needed basis through the Skyward program utilizing a zero based budget.		**Formative**		
Strategy's Expected Result/Impact: Fiscally responsible budget **Staff Responsible for Monitoring:** Martin		**Nov**	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				