Bastrop Independent School District

Red Rock Elementary

2024-2025 Goals/Performance Objectives/Strategies

Mission Statement

Red Rock Elementary will empower all students to achieve high levels of learning with unconditional love while celebrating our diverse community.

Vision

Every Roadrunner, Every Minute, Every Day!

Table of Contents

Goals

Goal 1: Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: By May 2024, increase the percentage of students at Meets Grade Level on STAAR math from 20% to 40% and STAAR Reading from 31% to 40%.

Evaluation Data Sources: 2025 Accountability Data

Strategy 1 Details	Reviews		
Strategy 1: Build capacity in all campus teams to evaluate and action plan around classroom and campus student data to meet campus goals.	**Formative**		**Summative**
	Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: CBPL Leads and teams will participate in CBPL practice twice weekly to grow their professional understanding of lessons and student learning outcomes. All teachers will meet systemically with instructional leadership to review student data and action plans. **Staff Responsible for Monitoring:** CBPL Leads, Classroom Teachers, Instructional Leadership Team **Title I:** 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details		Reviews		
Strategy 2: Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students set personal goals for their learning, they take on additional ownership of their learning thus positively impacting academic achievement. **Staff Responsible for Monitoring:** CBPL Leads, DC, Classroom Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details		Reviews		
Strategy 3: Implement Zearn, MyPath, and Amplify to supplement instruction in math and reading for Tier 2 intervention.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Supplemental instruction allows students time to work on very targeted skills that are identified through screeners and testing data. Students working on targeted skills increases their academic achievement. **Staff Responsible for Monitoring:** RtI, CBPL Leads, Classroom Teachers, Leadership Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews		
Strategy 4: Students will have access to supplemental programs such as Pebble Go to allow them to make visual connections to essential standards being taught for science and social studies.	Formative		Summative
	Nov	Feb	Apr
Strategy's Expected Result/Impact: When students have access to a visual representation of the standard being taught, it increases their ability to connect with the content and further build their background knowledge. **Staff Responsible for Monitoring:** Library Media Specialist, DCs, and Admin Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Goal 1: Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: By May 2025, implement High-Quality Instructional Materials aligned to Math, Literacy, and Science Frameworks with 85% fidelity.

    Evaluation Data Sources: BISD Walkthrough Form, CBPL agendas, coaching cycles

Strategy 1 Details	Reviews		
Strategy 1: Ensure all classroom teachers are trained on RBIS, Amplify, and Eureka, and Science curriculum.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Developing an understanding of the research based instructional strategies (RBIS) and the newly adopted Amplify and Eureka curriculum to ensure effective implementation.	**Nov**	**Feb**	**Apr**

Staff Responsible for Monitoring: Leadership Team
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: Provide weekly curriculum based professional learning (CBPL) in grades PK-5 to monitor and support implementation of HQIMs on campus.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Strong CBPL practices will support the learning of teachers and students. Teachers have a clear understanding of what they are teaching and student mastery builds the academic achievement of all learners.	**Nov**	**Feb**	**Apr**

Staff Responsible for Monitoring: CBPL Leads
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details			Reviews		
Strategy 3: Provide opportunity for extended CBPL meeting time. Plan for semester 1/2 day CBPL planning to ensure PK-5 and Special Program teachers are supported through the entire CBPL practice model.			**Formative**		**Summative**
			Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Teachers will be able to fully understand the curriculum they are implementing by participating in the CBPL practice model, which includes, unit and lesson internalization, with a high focus on lesson rehearsal, and student work analysis. **Staff Responsible for Monitoring:** CBPL Leads, DCs, Instructional Leadership **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 4 Details			Reviews		
Strategy 4: Weekly data leadership meetings will focus on student learning outcomes utilizing district adopted curriculum (Amplify, Eureka and McGraw Hill-Science) and teacher supports needed for effective learning.			**Formative**		**Summative**
			Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Supporting teachers based on their individual needs will ensure students are getting the best curriculum delivery based on walkthrough data and student outcome data. **Staff Responsible for Monitoring:** Instructional Leadership Team **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

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

Goal 1: Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: By May 2025, the percent of all students attaining academic achievement growth at all levels will increase by 10%.

    Evaluation Data Sources: NWEA MAP Growth Data

Strategy 1 Details	Reviews		
Strategy 1: Data meetings with leadership and during CBPLs will include an average RIT score and action steps to support growth.	**Formative**		**Summative**
Strategy's Expected Result/Impact: High focus on RIT scores will ensure students that fall out of range are being monitored and supported through Academic RtI or Tier 2 teacher instruction.	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: CBPL Lead, Classroom Teachers, RtI Leads, Instructional Leadership Team **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: Student data folders and conferences will include MAP data goal setting for reading and math.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will have clear understanding of their accomplishments and areas of growth.	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Classroom Teachers, RtI Team, SPED Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details		Reviews		
Strategy 3: Campus wide initiatives to support reading and math fluency foundational skills in grades K-5.		**Formative**		**Summative**
Monster Math Whoooo's Reading?		**Nov**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students will have daily fluency practice with celebrations of student growth accomplishments that will directly impact MAP growth data. **Staff Responsible for Monitoring:** DCs and Classroom Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details		Reviews		
Strategy 4: Coach and support teaching staff based on MAP growth data, classroom observations, and feedback.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Ensures teachers continually grow in their practice and create an environment of growth and development for themselves and their students. **Staff Responsible for Monitoring:** Instructional Leadership Team **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		**Nov**	**Feb**	**Apr**

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

Goal 2: Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: By May 2025, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.
Emergent Bilingual Math 69% & Reading 62%
Special Education Math 58% & Reading 50%
Economically Disadvantaged Math 65% & Reading 60%

    Evaluation Data Sources: 2025 Accountability Data

Strategy 1 Details	Reviews		
Strategy 1: During CBPL meetings student work analysis and data review will incorporate high focus groups (emergent bilingual, special education, economically disadvantaged) to monitor and adjust based on need.	**Formative**		**Summative**
	Nov	**Feb**	**Apr**

Strategy's Expected Result/Impact: Actively reviewing high focus data will help ensure student needs are being met through Tier 2 & 3 instruction and adjust instructional strategies utilizing the Amplify and Eureka curriculum.
     Staff Responsible for Monitoring: Instructional Leadership Team, CBPL Leads, Classroom Teachers, RTI Leads, SPED Teachers
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: Weekly curriculum based professional learning meetings will include the special education teacher that supports the grade level.	**Formative**		**Summative**
	Nov	**Feb**	**Apr**

Strategy's Expected Result/Impact: Providing time for the special education teacher to participate in CBPL will ensure a more targeted and effective approach during inclusion supports in the general education setting.
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Reviews		
	Formative		**Summative**
Strategy 3: Twice per month curriculum based professional learning will include specified time for bilingual teachers in PK-2 (dual language program) to work with the multilingual department for Tier 1 support.	**Nov**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Targeted strategies to support emergent bilingual students using the Tier 1 curriculum (Amplify and Eureka) and the Oracy unites will grow the high focus group. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	Reviews		
	Formative		**Summative**
Strategy 4: Classroom teachers will internalize, annotate, and rehearse one student talk opportunity and one QSSSA strategy for each daily lesson to support the academic growth of the high focus group.	**Nov**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Ensuring classroom teachers are supported in effectively utilizing their student talk and QSSSA opportunity to directly impact the academic growth of specified high focus groups. **Staff Responsible for Monitoring:** CBPL Lead, Classroom Teacher, DCs **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 2: Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: By May 2025 Increase the percentage of Emergent Bilingual students showing growth on Texas English Language Proficiency Assessment System (TELPAS) from 25% to 33%.

    Evaluation Data Sources: 2025 Accountability data, ECR/SCR data, Summit K-12 data

Strategy 1 Details	Reviews		
Strategy 1: Data meetings will include review of TELPAS scores and Summit K-12 benchmark assessments.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will grow in their listening, speaking, reading, and writing proficiency.	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Classroom Teachers, Specials Teachers, Instructional Leadership Team **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: Supporting the ELPS, classroom teachers will ensure daily writing across all content areas.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Emergent bilingual students will grow in their writing proficiency to express their thoughts on topics in all content areas.	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Classroom Teachers, DCs **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Reviews		
Strategy 3: Provide training and support to implement systems to assess proficiency in mastery of writing standards.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will show in an increase in confidence, competence and proficiency in their writing abilities.	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Instructional Leadership Team, Classroom Teachers, and CBPL Leads **Title I:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	Reviews		
Strategy 4: Students will be provided weekly opportunities to sustain silent write utilizing released TELPAS prompts to continue to grow in their writing proficiency.	**Formative**		**Summative**
	Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students will build confidence and proficiency in their ability to read and respond on topic to questions. **Staff Responsible for Monitoring:** Classroom Teachers, DCs, Instructional Leadership Team **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

Goal 2: Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: By May 2025, 85% of staff members engaged in BISD professional development sessions will be prepared to apply new learning in a short time frame.

    Evaluation Data Sources: Professional Learning Plan evaluation data gathered at district- or campus-based professional learning sessions.

Strategy 1 Details		Reviews		
Strategy 1: CBPL meetings will focus on lesson rehearsal to ensure classroom teachers are able to successfully practice lessons prior to implementation while focusing on student talk opportunities while using the QSSSA method.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**

Strategy's Expected Result/Impact: Students will participate in multiple opportunities throughout each lesson to discuss with their peers their thinking and learning.
    Staff Responsible for Monitoring: CBPL Leads, DCs, Leadership Team
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews		
Strategy 2: Develop and implement a campus-based system for creating, practicing, and delivering professional learning utilizing a differentiated system aligned to teacher and campus need.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**

Strategy's Expected Result/Impact: Students will benefit from teacher learning by experiencing different teaching practices during daily lessons.
    Staff Responsible for Monitoring: Instructional Leadership Team
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews		
Strategy 3: Professional learning implementation will be observed and teachers will be provided consistent feedback to support professional growth.	**Formative**		**Summative**
	Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Teachers will be able to utilize consistent feedback to positively impact their professional growth and student learning outcomes. **Staff Responsible for Monitoring:** Instructional Leadership Team, CBPL Leads **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

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

Goal 3: Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: By May 2025, increase student attendance from (92% to 95%).

    Evaluation Data Sources: PEIMS Attendance Data

Strategy 1 Details		Reviews		
Strategy 1: Create and monitor action plans for chronically truant students to partner in removing barriers and ensure strong attendance outcomes.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**

Strategy's Expected Result/Impact: Chronically truant students will be present 90% or more for the 24-25 school year.
     Staff Responsible for Monitoring: AP, Attendance Clerk, Counselor, Attendance Team
 	
     Title I:
 2.5, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture				

Strategy 2 Details		Reviews		
Strategy 2: Offer individual students and classrooms incentives in recognition of exceptional and/or improved attendance.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**

Strategy's Expected Result/Impact: Rewarding students, teachers, and classes for attendance creates a positive culture that celebrates learning and supports our goal of 95% attendance.
     Staff Responsible for Monitoring: AP, Attendance Clerk, Attendance Team
 	
     Title I:
 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture				

Strategy 3 Details			Reviews		
Strategy 3: Update and inform parents regularly about campus attendance policies and procedures.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Creating parent awareness through biweekly principal tweets, communication blasts, and Coffee with the Principal meetings will increase student attendance and help eliminate misconceptions and barriers to students attending school.			**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administrators, Attendance Clerk					
Title I: 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture					

Strategy 4 Details			Reviews		
Strategy 4: Connect students with attendance issues with campus mentors.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Strong connections will be built with students with attendance issues, decreasing absences.			**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: AP, Counselor, Attendance Clerk					
Title I: 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture					

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 3: Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: By May 2025, the percentage of students who receive disciplinary actions resulting in loss of classroom time will decrease by 5%.

Evaluation Data Sources: Skyward Discipline Reports

Strategy 1 Details	Reviews		
Strategy 1: RRE will establish common campus expectations, practices and language including a positive reinforcement system, such as, Beep Beep Store, Brag Boards and Positive Behavior Referrals along with CHAMPs implementation across the campus.	**Formative**		**Summative**
	Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increased stakeholder understanding of common expectations and a safer learning environment and a decrease in disciplinary actions. **Staff Responsible for Monitoring:** Counselor, Administration, and Classroom Teachers **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Reviews		
Strategy 2: Implement campus professional learning to ensure meaningful training on MTSS best practices, such as, Community Circles, Positive Behavior Intervention and Supports System, and mentoring.	**Formative**		**Summative**
	Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Implementing best MTSS practices will create safe learning environments for all students in all learning environments. **Staff Responsible for Monitoring:** Counselor, Admin, Classroom Teachers **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details		Reviews		
Strategy 3: Conduct campus investigations that promote and support an orderly learning environment.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Creating a safe environment that supports accountability in an alignment with district and state guidelines.		**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Behavior Threat Assessment Team, Administration, Counselor, BISD PD **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details		Reviews		
Strategy 4: Schedule regular reviews of campus discipline dashboard to identify trends, disproportionality, and possible adaptations.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in equitable disciplinary practices and consistent systems.		**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administration, Counselor **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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

Goal 3: Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: By May 2025, 80% of classrooms will regularly use at least three district-approved educational technology tools.

    Evaluation Data Sources: Digital Learning aligned walkthrough data, BISD Walkthrough Form, CBPL Agendas

Strategy 1 Details	Reviews		
Strategy 1: Implement blended learning strategies to include studio rotation model, goal setting, and conferencing during Tier 2 instructional time.	**Formative**		**Summative**
	Nov	**Feb**	**Apr**

Strategy's Expected Result/Impact: Students will engage in differentiated technological tools that support their growth and learning in the 21st century.
    Staff Responsible for Monitoring: Classroom Teachers
 	
    Title I:
2.4, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: Provide ongoing professional learning for teaching staff to effectively integrate technology into their instruction.	**Formative**		**Summative**
	Nov	**Feb**	**Apr**

Strategy's Expected Result/Impact: Teachers will grow in their confidence of integrating confidence into their regular classroom instruction and students will successful navigate 21st century technology tools.
    Staff Responsible for Monitoring: Instructional Leadership Team
 	
    Title I:
2.4, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 3 Details		Reviews		
Strategy 3: Teachers will utilize Go Guardian, MyPath, Amplify, Zearn, and Summit K12 digital components to enhance and support student differentiated educational needs.		Formative		Summative
		Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students, especially high focus groups, will make targeted growth based on individual needs. **Staff Responsible for Monitoring:** Classroom Teachers, RtI Leads, AP **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

Goal 4: Collaborative Partnerships Goal: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: By May 2025, reduce teacher turnover to 15%.

    Evaluation Data Sources: Human Resources and Texas Performance Reporting System (TPRS) retention data

Strategy 1 Details	Reviews		
Strategy 1: Develop normed tools and processes to conduct observation, capture trends, and track progress over time.	**Formative**		**Summative**
Strategy's Expected Result/Impact: As the campus invests in teacher professional growth their clearly communicated and data based impact outcomes will support their connection to the campus community.	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Instructional Leadership Team. **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: Provide ongoing support for teacher leaders in adult facilitation and team dynamics.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Grade level teams will build a collaborative community that is well equipped to facilitate team growth and effectiveness.	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Instructional Leadership Team and CBPL Leads **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

| Strategy 3 Details		Reviews		
Strategy 3: Build strong campus culture through on going staff team building activities, rewards, and incentives that all promote positive school culture and community connection.		Formative		Summative
		Nov	Feb	Apr
Strategy's Expected Result/Impact: Greater staff retention, morale, and positive impact on students. **Staff Responsible for Monitoring:** Instructional Leadership Team **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue
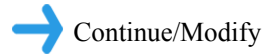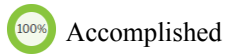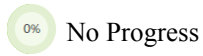
Goal 4: Collaborative Partnerships Goal: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: By May 2025, survey data will show an 25% increase in participation of parent and family engagement opportunities.

    Evaluation Data Sources: Volunteer platform registration, campus sign-in sheets

Strategy 1 Details		Reviews		
Strategy 1: Provide capacity-building events for parents and families on critical aspects of student learning.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Providing capacity-building events for parents and families will increase partnerships with families and increase student academic outcomes by providing resources and information on supporting student learning at home.		**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Instructional Leadership Team, Family Engagement Team **Title I:** 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details		Reviews		
Strategy 2: Using the VOLY app, staff and parent feedback, and PTA input, create a system for approved parents/guardians to volunteer in a variety of capacities at campus events, on campus, and in classrooms.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Opportunities for parent engagement and training and feedback systems will ensure a successful partnership and increase overall parent/guardian/family engagement. **Staff Responsible for Monitoring:** Family Engagement Team, Administrators **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews		
Strategy 3: Integrate multiple communication strategies with families into teacher roles and responsibilities.	Formative		Summative
Strategy's Expected Result/Impact: Families have a full working knowledge of student activities, student learning, and parent engagement opportunities.	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administration, Team Liaisons, and Classroom Teachers **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

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