

# **Birdville Independent School District**

## **Green Valley Elementary**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Postsecondary Readiness



# Value Statement

Growth mindset

Accepting

Teamwork

Open-minded

Respectful

Scholars

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### 439 total students

Male: 51.12%

Female: 48.88%

White: 68.33%

Hispanic/Latino: 17.38%

Black/African American: 3.1%

Asian: 4.29%

American Indian/Alaska Native: 0.48%

Two or More: 6.43%

*The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Green Valley Elementary School **met** the target with a TELPAS progress rate of 67%. In 2021-2022 Green Valley Elementary School again **met** the target with a TELPAS progress rate of 57%. In comparing the progress rate from 2021 and 2022, Green Valley Elementary School demonstrated a 10% point **decrease** in students' English language development.*

At Risk: 19.05%

Economically Disadvantaged: 17.86%

Free Lunch & Reduced Lunch: 17.86%

Limited English Proficient: 2.9%

Mobility Rate: 5.3 % - - \_\_\_\_\_

Dyslexic: 6.3%

Gifted and Talented: 13.8%

Special Education: 10.49%

Average Daily Attendance: 97.7% (Student Services report)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There continues to be concern for scholars within specific student groups (Hispanic, African American, SpEd, and At-risk) not closing the achievement gap with their peers outside of these particular groups. **Root Cause:** Lack of utilization of formative & pre-assessments to target TEKS for reinforcement. - - - Focus upon strengthening Tier 1 instruction in ways that accelerate everyone beyond intervention.

# Student Learning

## Student Learning Summary

Aware: Where They Were (2021 STAAR vs. 2022 Preliminary)	May 2021 STAAR Mathematics, Grade 3				May 2022 STAAR Grade 3 Mathematics EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	60	88.33%	60%	36.67%	78	82.05%	61.54%	38.46%
	May 2021 STAAR Reading, Grade 3				May 2022 STAAR Grade 3 Reading EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	62	93.55%	77.42%	53.23%	81	88.89%	71.60%	50.62%
	May 2021 STAAR Mathematics, Grade 4				May 2022 STAAR Grade 4 Mathematics EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	68	92.65%	77.94%	58.82%	64	87.50%	67.19%	43.75%
	May 2021 STAAR Reading, Grade 4				May 2022 STAAR Grade 4 Reading EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	68	95.59%	75%	54.41%	63	93.65%	79.37%	55.56%
	April 2021 STAAR Mathematics, Grade 5				May 2022 STAAR Grade 5 Mathematics EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	66	98.48%	87.88%	66.67%	72	98.61%	84.72%	52.78%
	April 2021 STAAR Reading, Grade 5				May 2022 STAAR Grade 5 Reading EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	66	95.45%	77.27%	63.64%	71	95.77%	81.69%	69.01%
	May 2021 STAAR Science, Grade 5				May 2022 STAAR Grade 5 Science EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	65	90.77%	69.23%	33.85%	71	97.18%	78.87%	32.39%

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**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Green Valley failed to increase STAAR performance in 3rd-grade math (approaches), 3rd-grade reading (approaches, meets & masters), 4th-grade math (approaches, meets, & masters), 4th-grade reading (approaches), and 5th-grade math (meets & masters), and 5th-grade science (masters). **Root Cause:** Failure to design rigorous lessons that encourage deeper critical thinking . Lack of utilization of formative assessments to target TEKS. - - Not leveraging the 4 PLC questions consistently to improve Tier 1 instruction.

# School Processes & Programs

## School Processes & Programs Summary

### Connect ~ Innovate ~ Empower

Across the Disciplines ~ Standards Posted: Teachers & Scholars reference & reinforce.

Science	Mathematics	ELA & Reading	Social Studies
5 E Model (K-5)	Workshop Model	Workshop Model	I-SPY Cards
Use Stemscopecs, Edusmart & AIMS as primary resources	Differentiated to incorporate strategies that promote rigor, relevance, and engagement	Differentiated to incorporate strategies that promote rigor, relevance, and engagement	Integrated with Reading & Writing
Mentoring Minds -THINK UP Resources for Grades 3- 5	UPS Check Strategy	Fountas & Pinnell Materials, Resources, Assessment (Gr. K-5) Norma Jackson - primary resource - Rubric & Strategies - Posted in ELAR classrooms	Teachers Pay Teachers - Supplemental Resources
		Patterns of Power (K-5)	
DATA FOLDERS	Mentoring Minds THINK UP for Grades 2-5	Balanced Literacy approach to instruction Mentoring Minds THINK UP Resources for Writing (Gr. 3 & 4) & Reading for Grades 2-5	DATA FOLDERS /PDSA
PDSA	DATA FOLDERS /PDSA	DATA FOLDERS / PDSA	Flocabulary Resources - Gr. 5 US History
Address Multiple Intelligences	Address Multiple Intelligences	Address Multiple Intelligences	Address Multiple Intelligences
Elements of Depth & Complexity posted and incorporated across the disciplines (product based)	SMART (Scholars Moving Around Teachers) Time - Intervention	SMART Time - Intervention	
Hands-On Real World Learning Experiences	Elements of Depth & Complexity posted and incorporated across the disciplines (product based)	Elements of Depth & Complexity posted and incorporated across the disciplines (product based)	Elements of Depth & Complexity posted and incorporated across the disciplines (product based)



## Science

## Mathematics

## ELA & Reading

## Social Studies

Hands-On Real World Learning Experiences Empowering Writers Resources incorporated as a supplemental resource K-5

Kinder EW - book & activity cards

First Grade EW - Sentence a Day

2nd Grade Supplemental resources - Patterns of Power

3rd Grade EW - Editing and Revising & Grammar lessons

4th Grade EW Supplemental resource - Editing & Revising & Grammar lessons

5th Grade Supplemental resource/Grammar lessons

# Perceptions

## Perceptions Strengths

Selfie traits, Character Strong SEL lessons, Daily Pledge focused upon kindness toward others are in place and woven throughout the fabric of the campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions. **Root Cause:** Implementation and walking out Selfie Values, our Green Valley Pledge, and kindness through words and actions are inconsistent and not reflective of positive presupposition toward others. The change in leadership and teachers.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

# Goals

**Goal 1:** PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.





**Performance Objective 1:** Increase overall Student Achievement as measured by grade level appropriate assessments and for grades 3-5, the state of Texas accountability system.

## HB3 Goal

**Evaluation Data Sources:** 2022-23 Goal = 100% of scholars will meet the expectation for growth based on their personalized data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Tier I Priorities within each content area. <b>Actions:</b> (a) Provide teachers with actionable feedback relating to Tier I Priority implementation. (Classroom observations - walk throughs & formal observations)  (b) Provide necessary resources to implement Tier I priorities. (Mentoring Minds Think Up for Gr. 3 Math, & Reading, Gr. 4 Math & Reading, and Gr. 5 Math, Reading & Science)  (c) Evaluate and monitor the efficacy of the implementation of Tier I Priorities. (Classroom observations/walk throughs, RTI/Response to Intervention Collaborative Meetings)  (d) Utilize screener data to provide differentiated Tier I instruction. (informal data review and RTI Collaborative meetings) <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level & K-5 Vertical Teams  <b>Funding Sources:</b> Mentoring Minds THINK UP Series for grades 3-5 (PTA Funds 50%) - 199 - General Funds - \$9,000, Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Embed literacy instruction in all content areas (across the disciplines). <b>Actions:</b> (a) Utilize grade level and content appropriate strategies to address literacy. (Use Curriculum documents for lesson planning) View Curriculum Previews  (b) Attend training to deliver literacy strategies across the disciplines and across the curriculum. (BISD Curriculum Previews, Norma Jackson Training/Consulting, Fountas & Pinnell Literacy Workshops, Mentoring Minds Webinar & Consultant)  (c) Plan literacy in the Tier I priorities in each content area. (Lesson Plans) <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level and Vertical K-5  <b>Funding Sources:</b> Workshop/Consultant Fees - 199 - General Funds - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide and monitor a comprehensive professional learning plan to address the needs of staff members. <b>Actions:</b> (a) Identify needs based on goals of each individual teacher - TTESS  (b) Implement framework that facilitates personalized learning for staff.  (c) Allocate resources to support professional learning plan. (Norma Jackson, Fountas & Pinnell Literacy Workshops, CAST Science Conference, CAMT Math Conference, TAPHERD PE Conference, Math Workshops, Gifted and Talented PD/ Workshops & Conferences, SPED Conferences, Professional Conferences addressing Social and Emotional Needs of Scholars, Incorporating Rigor and Building Relationships)  (d) Utilize district-provided processes to manage evidence of learning. (Walk-throughs, lesson plans, professional learning history in Eduphoria Workshop)  (e) Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Staff Professional Learning Communities - Grade Level, Leaders of Learners Team, Site Based Decision Making Team  <b>Funding Sources:</b> Workshop Attendance - 199 - General Funds - \$2,000, Academic Coach - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Participate in Texas Teacher Reading Academies as part of the requirements under House Bill 3. <b>Actions:</b> New teachers in Kinder, 2nd and 3rd grade will be trained in Year 1 and begin implementing the strategies as supported by their cadre coaches. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Staff Reading Academy Cadre Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					



**Goal 1:** PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

**Performance Objective 2:** Increase performance indicating Student Progress on the state accountability system by 5 percentage points over 2023

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data indicating overall Reading, Math, Writing and Science improvement. (See Data Source indicating 5 point gain for 2023 TARGETS)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish and implement a system of continuous improvement for the classroom. <b>Actions:</b> a) Campus training attendance roster for update on expectations regarding continuous improvement practices.  b) Utilize rubric to monitor implementation of CI practices in the classroom.  c) Refine Vertical PK-5 plan to implement Continuous Improvement processes.  d) Personal Data Collection for each scholar PK-5 <b>Staff Responsible for Monitoring:</b> Campus Administration Leaders of Learners Team Instructional Staff Counselor  <b>Funding Sources:</b> Supplies and materials for data binders/folders/page protectors/etc - 199 - General Funds - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

**Performance Objective 3:** Maintain high level of performance on Domain III. (Closing Performance Gaps) of the state accountability system.

**Evaluation Data Sources:** Domain III.

2022-23 Goal = 100%





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Align campus interventions to BISD framework with the goal of building strong, equitable, and responsive learning environments to close learning gaps and create opportunities for scholars participating in special programs.</p> <p><b>Actions:</b> a) Recommendations will be scholar centered to create a coordinated plan designed to close learning gaps and personalize a learning plan for historically under performing scholar groups. (LPAC, Response to Intervention Meetings, ARD and 504 meetings)  b) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas  c) Tutoring support of House Bill 4545 for scholars in 4th and 5th grade who did not pass the STAAR assessment in reading and math,.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Counselor  Interventionists  Academic Coach</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE - \$155,152, ESSER Tutors - ESSER - \$1,843</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** PK-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

**Performance Objective 4:** Increase the number of campus distinction designations earned. (Campus in 2022 - 2 out of 6)

**Evaluation Data Sources:** 2022-2023 = Campus Distinctions will increase to 6 out of 6 based on Comparable Schools data.

Goal: Q1 in ALL Academic AREAS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and implement a campus program to increase scholar and staff attendance.  Increase parent awareness of attendance policies and procedures through communications - newsletters, website, social media, marquee, etc... <b>Actions:</b> a) Ensure that each class/grade level designs and implements improvement plan strategies to increase scholar attendance.  b) Design and implement improvement plan strategies to increase staff attendance.  c) Award coupons for perfect attendance donated by local businesses.  d) Recognize CLASS with the overall best attendance rate each nine weeks (Presently tracking attendance for the campus and of individual scholars). <b>Staff Responsible for Monitoring:</b> Campus Administration Attendance Clerk Instructional Staff Counselor  <b>Funding Sources:</b> Scholar and Staff Attendance Awards - 199 - General Funds - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

**Performance Objective 1:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

**Evaluation Data Sources:** a) PLC Notes





b) Agendas

c) Newsletters

d) Meeting notes

e) Lesson plans

f) Other documents that reflect our approach to PDSA





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Leverage the continuous improvement process at the campus level. <b>Actions:</b> a) Establish goals for each department to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes. <b>Staff Responsible for Monitoring:</b> Administrators Teachers Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hire, train, and retain high quality staff members across the campus. <b>Actions:</b> a) Utilize grade-level teams to interview and hire new staff. b) Assign a mentor to each new teacher and new staff member. c) Utilize the coaching cycle for new teachers. <b>Staff Responsible for Monitoring:</b> Admin Staff	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

**Performance Objective 2:** Throughout the 2022-2023 school year, 100% of classrooms will develop and monitor class goals concerning character development using the social and emotional curriculum and Character Strong.

**Evaluation Data Sources:** Campus data as evidenced in classrooms, counselor's room and throughout the building (main hall display to include highlighted Selfie Value/Character Strong Gator Greats each nine-week period)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Infuse Selfie Traits and Character Strong values into all elements of the school culture.</p> <p>Provide experiences for scholars to recognize connections between Gator Values and exemplifying the Selfie Traits and Character Strong.</p> <p><b>Actions:</b> a) Ensure delivery of scholar tasks that provide scholars with experiences to develop Selfie traits and Character Strong.</p> <p>b) Implement activities designed to integrate Selfie traits and Character Strong. throughout the campus. (Library and Computer Lab)</p> <p>c) Deliver classroom counseling lessons aimed at addressing suicide prevention and bullying warning signs to include information regarding resources and strategies.</p> <p>d) Implement a Digital Citizenship and Safety program focused on internet safety to include social networking concerns for grades 4-5.</p> <p>e) Participate in APEX Fun Run Leadership lessons designed to promote and encourage positive behaviors relating to the Selfie traits and Character Strong. Help scholars make connections between Selfie traits, Character Strong, and Leadership lessons.</p> <p>f) Classroom Mission Statements are developed to promote and reinforce Selfie traits and Character Strong.</p> <p>g) Classroom Social Contracts are developed to promote Capturing Kids' Hearts.</p> <p>h) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Instructional Staff Technology EA Campus Administration SBDM Team Kindness Club - Counselor, SAC, &amp; selected 4th grade scholars</p> <p><b>Funding Sources:</b> Selfie Traits T-Shirts - 199 - General Funds: Special Projects - \$500, Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All staff who did not participate in Capturing Kids Hearts training in July 2021 will be allowed to attend CKH training in the summer of 2022. <b>Actions:</b> Attend Capturing Kids Hearts Training in the summer 2022. <b>Staff Responsible for Monitoring:</b> Administrators Counselor Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Funds - 461 Activity Funds - \$4,500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 2:** Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

**Performance Objective 3:** Establish goals for K-5 scholar participation in community service projects.

**Evaluation Data Sources:** Scheduled service projects with timeline for completion.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide for opportunities allowing scholars to authentically learn and practice civic responsibility. <b>Actions:</b> a) Implement authentic learning activities in the social studies content for scholars to learn and have a greater appreciation for the historical relevance of civic responsibility. (Social Studies curriculum documents)  b) Provide scholars with the opportunity to display civic responsibility through project-based learning (Clothing Drive for BISD Clothes Connection, United Way, Food Drive for local area food bank, Toy Drive for NRH Police Department program, Kids Heart Challenge to support The American Heart Association, Collecting and donating gently used books to Cook's Children's, Pennies for and Patients Program).  c) Kinder scholars pick up trash at Green Valley park on Earth Day as a reminder to care for our planet. <b>Staff Responsible for Monitoring:</b> Counselor Instructional Staff Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 2:** Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

**Performance Objective 4:** All scholars will participate in school and community activities, including co- and extra- curricular, that extend their learning, enhance leadership development and allow for deeper connections to their community.





**Evaluation Data Sources:** Year end calendar noting participation in school and community events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Integrate programs and conditions to provide children the opportunity to develop their talents, strengths and passions beyond the core curriculum.</p> <p><b>Actions:</b> a) Provide scholars with opportunities to identify their strengths and build on them in ways that enhance and extend their thinking. Help them to discover their talents, interests and strengths. (Utilize Multiple Intelligence strategies and acknowledge and address learning differences.)</p> <p>b) Provide venues for scholars to demonstrate their understanding and personal integration of social, physical, and emotional wellness. (Valley Voices Choir, Battle of the Books, Spelling Bee, Destination Imagination, and Yearbook Committee, Kindness Club, Student Council.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Specials Area Teachers  Interventionists  Battle of the Books Coaches  Spelling Bee Coordinator  Instructional Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 3:** All scholars and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Science labs will meet the district's safety requirements.





**Evaluation Data Sources:** All required safety equipment will be included in the lab. Teachers will complete required training on safe use of the lab and equipment. Chemicals will be locked until needed for lab usage.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Science Materials Manager will attend meetings as scheduled by BISD Science Coordinator.  2) Science Lab needs and/or safety concerns will be communicated to campus administration to address.  3) Science Materials Manager will meet with K-5 Science Vertical Professional Learning Community in regards to lab organization and expectations. <b>Actions:</b> Neat and orderly lab, organized materials, updated consumable stock of materials and supplies, labeled cabinets with supplies needed for labs, system in place for lab usage <b>Staff Responsible for Monitoring:</b> Campus Administration Science Materials Manager Head Custodian K-5 Science Goal Team Representatives  <b>Funding Sources:</b> Science Lab Consumable Supplies - 199 - General Funds - \$300	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** All scholars and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Staff will ensure that scholars are given the opportunity to learn and work in a safe environment.

**Evaluation Data Sources:** Safety and security concerns will be regularly reviewed and addressed by campus administration and head custodian. Immediate concerns will be forwarded to the appropriate district department(s).

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1) Staff will review emergency procedures as noted on BISD Administrative Handbook and shared with staff through training, faculty meetings, and links to specific information (including but not limited to - Standard Response Protocol, Anonymous Alerts App, Threat Assessment, Navigate 360, etc.).  2) Staff will participate in regularly scheduled drills to include fire, lock down, shelter in place, and severe weather.  3) Campus Administration will debrief staff on overall performance during each type of drill and outline areas for improvement.  4) All staff will participate in Safe School training provided by BISD. <b>Actions:</b> Record of drills conducted, After Incident Reports detailing areas of concern and/or areas of strength, Follow up communication to staff regarding the drills, Report prepared to send to Student Services/State of Texas Teach scholars the procedures, locations and expectations for and during all types of drills. <b>Staff Responsible for Monitoring:</b> Campus Administration All Staff Members	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Personnel		\$0.00
1	1	3	Academic Coach		\$0.00
1	3	1	Intervention Personnel		\$155,152.00
2	2	1	Crisis Counselor		\$0.00
Sub-Total					\$155,152.00
Budgeted Fund Source Amount					\$155,152.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESSER Tutors		\$1,843.00
Sub-Total					\$1,843.00
Budgeted Fund Source Amount					\$1,843.00
+/- Difference					\$0.00
Grand Total Budgeted					\$156,995.00
Grand Total Spent					\$156,995.00
+/- Difference					\$0.00