

## Specific Results: Year 4 (August 2022- August 2023)

**Campus Name:** Bales

**GOAL #1- We will develop a district-wide system that establishes a culture of community service for all students.**

**1.1 Implement a service program that engages all students in giving back to their community.**

Action Steps:

1. Student Driven Service Projects
2. Day of Service
3. Campus Culture - Student Counsel Adjustments to include leadership opportunities for all students who are interested

Evidence - As a result of actions or learning, the following changes have occurred:

- A significantly higher percentage of students participate in service projects/drives
- Student groups from Bales participated in service projects throughout the community at various times throughout the school year
- Teachers and students were involved in the Day of Service rather than primarily just teachers

**GOAL #2 - We will redefine the measure of student success based on our beliefs and call to action.**

**2.1 Establish professional learning that promotes the implementation of authentic assessments, evidence, and feedback.**

Action Steps:

1. We will provide ongoing professional learning for Standards Based Learning and Grading. [FISD 5 Year Standards Based Plan](#)
  - a. 3rd Grade - Ongoing embedded PL in these areas:
    - i. Initial SBLG Rollout Training
    - ii. Evidence collection (formative and summative), parent communication, and student feedback
    - iii. Student Goal Setting / Growth Conferences
    - iv. Progression use & horizontal alignment
    - v. Integration of Learner Profile
  - b. 4th & 5th Grade - Ongoing embedded PL in these areas
    - i. Evidence collection (formative and summative), parent communication, and student feedback
    - ii. Student Goal Setting / Growth Conferences

- iii. Bridge grading through allowing multiple opportunities for mastery to make up grades for full credit. Importance of when a grade for mastery is taken.
- iv. Integration of Learner Profile
  1. Morning Meetings (See goal 7)
2. Professional Learning / PLC Work based around a more complex understanding of both grade level TEKS and vertical TEKS to ensure scaffolding and differentiation are frequent, specific, and appropriate.
  - a. This will be broken up throughout our beginning of the year PL, Planning Days, PLC time, and RTI conversations.
3. Data conversations leading to action planning for individualized responsive teaching

Evidence - As a result of actions or learning, the following changes have occurred:

- Summative data points (CBAs, Unit Tests, STAAR) will indicate that a larger percentage of students make academic progress than from 2021-2022.
- Observational and Walkthrough data will provide evidence to support the use of formative assessment for responsive teaching practices.
- Agendas and Meeting minutes will document the use of common evidence collection within grade level department teams. This evidence will be documented and shared with parents/families.
- Students will be able to state their glows and grows when asked at any point throughout the year from both an academic and a Learner Profile standpoint.
- 3rd grade parent feedback will support that the SBLG efforts have allowed them to have a deeper understanding of their child's learning.
- Teachers will have a thorough understanding of TEKS/learning progressions both below and above their grade level. They will be able to articulate this during PLCs and collaborative conversations.

---

**GOAL # 3 We will provide professional learning that is aligned to our beliefs and call to action.**

**3.2 Engage teachers to design professional learning that promotes the district call to action.**

Action Steps:

1. Reading Academies - We will allot some time for Reading Academies as well as time for reflection with groups to ensure we're applying this knowledge.
  - a. Two Tuesdays/month (Module groups in various areas on campus - Module Leaders for each group), 2 hours per planning day, several hours during PL days.
2. Teacher Leader Professional Learning for PLC facilitation
  - a. Building and Upholding PLC Norms

- b. Goal Setting with a PLC (Based around a teaching strategy which will address a problem of practice).
  - c. Creating agendas/protocols which allow PLCs to move forward in an efficient manner and accomplish set goals. Teacher leaders need to plan through the know and do through the teacher lens.
  - d. This will all only be feasibly accomplished with regular and ongoing meetings with teacher leaders (Possibly after school with all Dept. Leads, Coaches, and Admin.)
3. All actions within Goal 2 should be embedded into this PLC work
  4. Campus Leadership Team Learning - Common PLC understanding and language as we assist teacher leaders in developing into PLC facilitators

Evidence - As a result of actions or learning, the following changes have occurred:

- Teacher leaders will be facilitating all PLC and planning day learning
- Teacher leaders are able to guide departments to set and uphold norms
- Teacher leaders are able to develop protocols/learning designs for their departments which further their work towards addressing problems of practice and ultimately better meeting the needs of their students
- Coaches/administrators have systems in place to guide teacher leaders and take on the role of PLC members who can ask crucial questions
- Student engagement, choice, and individualized learning will significantly increase.
- Coaches/administrators will be able to guide the entire campus into common understanding of PLCs while ensuring the Learning doesn't get lost.

---

**GOAL #4 - We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences.**

#### **4.1 Establish and organize interactive community partnerships.**

Action Steps:

1. Encourage teacher use of Community Partnership Portal
2. Learning Trips outside of the campus
3. Reach out to HS student groups in attempts of beginning HS led clubs such as Spanish, Math, Science and Literacy Clubs
4. Campus Club Growth and continuation
5. Re-establish ESL Parent night for spanish speaking parents to learn how to better assist their students
6. Continue Literacy night, STEM night, Parent Conferences, etc.

Evidence - As a result of actions or learning, the following changes have occurred:

- Several teachers from each grade level will have used the portal to connect to presenters and/or opportunities within the community to help learning come to life.

- Sign in sheets will show a large number of students participating in high school student run clubs.
- A larger percentage of students are involved in at least one extracurricular activity through the school
- Sign in sheet and parent feedback will provide evidence of a successful ESL parent night
- Parent nights and student conferences will continue to have great participation and will be designed with more intention to help parents connect with their students as learners

---

**GOAL #6 - All students will be engaged in authentic learning experiences in and beyond the classroom.**

**6.1 Provide strategic opportunities for students to explore and create individual pathways of success.**

Action Steps:

1. Students are engaged in the goal setting process in all subject areas. First year implementation does not have to be one on one goal setting with every student every unit.
  - a. Examples of various systems that can make this manageable
  - b. Training on how to guide students into setting goals (sentence stems)
2. Increased use of student choice within mastery checks
3. Professional Learning based on the workshop model allowing for students to improve within their areas for growth.
4. Various student led Service Projects
5. Students will have the opportunity to learn and grow within various specials settings throughout the year

Evidence - As a result of actions or learning, the following changes have occurred

- Seesaw and/or other goal tracking methods will show student growth and goal achievements throughout the school year
- Students grades will be a true reflection of their mastery of the content
- Specials will be designed to meet the needs of all students. They will provide opportunities for all students to find an area in which they can excel.

---

**GOAL #7 - We will develop initiatives that promote strong character traits, emotional maturity, and social well-being for each child.**

**7.3 Expand consistent Tier 1 character education instruction district-wide.**

Action Steps:

1. Initial rollout to staff of Kindness in the Classrooms connection to the Learner Profile
2. Learner Profile glow and grow selections and discussion with students through morning meeting and ongoing positive behavior management systems
3. Support the increased usage of PBIS strategies which will lead to more restorative practices
4. Schoolwide SEL language and expectations posted and used throughout all areas of the school

Evidence - As a result of actions or learning, the following changes have occurred:

- Students will consistently engage in conversations using the academic language from the Learner Profile and Kindness in the Classroom Curriculum
- When students are provided with positive reinforcement or redirection, campus staff will utilize common language within the Learner Profile to do so
- Student discipline will decrease as student self-regulation increases
- Students will have predictable environments throughout the campus and understand what is expected of them in all areas/activities

**Data Points -**

| 1.1 | 2.1 | 3.2. |
|-----|-----|------|
|     |     |      |

| 4.1 | 6.1 | 7.3 |
|-----|-----|-----|
|     |     |     |

**Bales Intermediate will maintain compliance with State and Federal requirements.**

| Action Steps   | Lead?<br>Assisting?                                       | Evidence of Completion   |
|--|---|--|
| <p>Disaggregate key data (state accountability domains, local assessments, attendance and discipline) to identify achievement gaps and differences in sub group populations (including ethnicity, socioeconomic status, gender, populations served by special programs, and students who attend DAEP) and provide strategic remediation and accelerated instruction</p>  | <p>Guzzetta Campus Leadership Teams</p>                   | <p>Identified any missed System Safeguards, needs assessment written, goals in place</p> <p>Review of SCE funds expended</p>                                     |
| <p>Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia</p>   | <p>Ambeau Dannenberg Campus Dyslexia Leadership Teams</p> | <p>Dyslexia screeners for K and 1 completed</p> <p>Documented Teacher training on dyslexia identification and accommodations</p> <p>Parent training provided</p> |
| <p>Provide information, awareness and parent/student tools for</p> <ul style="list-style-type: none"> <li>● Suicide prevention</li> <li>● Conflict resolution</li> <li>● Violence prevention</li> <li>● Sexual harassment prevention</li> <li>● Discipline Management</li> <li>● Dating violence</li> <li>● Sex trafficking</li> <li>● Anti-bullying measures (FFI Legal and Local)</li> <li>● Trauma-informed care</li> </ul> | <p>District and Campus SEL teams</p>                      | <p>Trainings provided with documentation</p> <p>Processes and procedures in place for intervention and reporting</p>   |
| <p>Monitor drop out data and provide preventative measures if needed</p>   | <p>Guzzetta Campus Leadership</p>                         | <p>Response to report taken if needed</p> <p>Review of SCE funds expended</p>  |
| <p>Implement strategies for improvement that include</p> <ul style="list-style-type: none"> <li>● Instructional methods for addressing the needs of student groups not achieving their full potential;</li> <li>● Evidence-based practices that address the needs of students for special programs,</li> </ul>   |   |  |

|   |   |  |
|---|---|--|
| <p>including suicide prevention programs, conflict resolution programs, violence prevention programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> <li>● Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care;</li> <li>● Professional Learning for all staff;</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities;</li> <li>● Implementation of a comprehensive school counseling program.</li> </ul> |   |  |
| <p>Utilize the Student Health Advisory Committee to monitor and implement coordinated health strategies using data on student fitness, attendance rates, and other health related issues and provide guidance and procedures as needed.</p>   | <p>Guzzetta</p>                                   | <p>SHAC meetings held with agendas available</p>   |
| <p>Promote parent and family involvement through active recruitment and elimination of barriers</p>   | <p>Ambeau<br/>Campus<br/>Leadership<br/>Teams</p> | <p>Record of family and community engagement opportunities, attendance noted</p>                                       |
| <p>Support Student Resource Officers (SRO) duties which include:</p> <ul style="list-style-type: none"> <li>● Primary responsibility is to enforce the law</li> <li>● Maintain close liaison with campus personnel</li> <li>● Shall not act as a school disciplinarian, as disciplining students is a school responsibility</li> <li>● Shall have final authority in all criminal matters that they investigate</li> </ul>  | <p>Roher<br/>Kreiter</p>                          |  |
| <p>Review and look for opportunities to integrate technology in instruction and administrative programs</p>   | <p>Meadows<br/>iCoaches<br/>MIS</p>               | <p>Implementation of Technology Plan</p>   |
| <p>Implement strategies for recruiting and retaining highly effective teachers</p>  | <p>Human<br/>Resources</p>                        | <p>Review exit interviews and stay surveys</p> <p>Strategically attend recruiting events</p> <p>Salary Comparisons</p> |



|  |  |  |
|--|--|--|
| <p>Post High School Pathways:</p> <p>Provide sources of information to students and parents on higher education admissions and financial aid opportunities including the TEXAS grant program and the Teach for Texas grant program.</p> <p>Provide opportunities to for students to make informed curriculum choices to be prepared for success beyond high school</p> <p>Provide information about college and university admissions and financial aid to students and parents at all grade levels.</p> | <p>Teaching and Learning Team</p> <p>School Counselors</p> | <p>FISD website postings</p> <p>Counselor classroom visits</p> |
| <p>Opportunities for staff to review district policy addressing sexual abuse and other maltreatment of students and the trauma-informed care policy</p>  | <p>Campus Leadership Team</p>                              | <p>Faculty meeting presentation and district website</p>       |

# Early Childhood Literacy

The percent of Bales 3<sup>rd</sup> grade students that score MEET grade level or above on STAAR Reading will increase from **64% to 70%** by June 2024.

| Bales Yearly Target Goals |      |      |      |      |
|---------------------------|------|------|------|------|
| 2020                      | 2021 | 2022 | 2023 | 2024 |
| NA                        | 66%  | 67%  | 68%  | 70%  |

| FISD | AA | Hisp | White | Am. Indian | Asian | Pacific Island | Two or More Races | Sped | Sped Former | Cont. Enroll | Non Cont. Enroll | Eco. Dis. | EL  |
|------|----|------|-------|------------|-------|----------------|-------------------|------|-------------|--------------|------------------|-----------|-----|
| 2019 | *  | 52%  | 67%   | *          | 80%   | *              | 42%               | 48%  | 56%         | 65%          | 60%              | 34%       | 35% |
| 2020 | NA | NA   | NA    | NA         | NA    | NA             | NA                | NA   | NA          | NA           | NA               | NA        | NA  |
| 2021 | *  | 54%  | 69%   | *          | 81%   | *              | 44%               | 49%  | 58%         | 67%          | 61%              | 36%       | 37% |
| 2022 | *  | 56%  | 71%   | *          | 82%   | *              | 46%               | 50%  | 60%         | 69%          | 62%              | 38%       | 39% |
| 2023 | *  | 58%  | 73%   | *          | 83%   | *              | 48%               | 51%  | 61%         | 70%          | 64%              | 40%       | 41% |
| 2024 | *  | 62%  | 75%   | *          | 85%   | *              | 50%               | 52%  | 62%         | 72%          | 65%              | 42%       | 43% |

Note: 2019 and 2020 data are actual results as reported in the 2020 TAPR Report

# Early Childhood Mathematics

The percent of Bales 3rd grade students that score MEET grade level or above on STAAR Math will increase from **62% to 70%** by June 2024.

| Bales Yearly Target Goals |      |      |      |      |
|---------------------------|------|------|------|------|
| 2020                      | 2021 | 2022 | 2023 | 2024 |
| NA                        | 64%  | 66%  | 68%  | 70%  |

| FISD | AA | Hisp | White | Am. Indian | Asian | Pacific Island | Two or More Races | Sped | Sped Former | Cont. Enroll | Non Cont. Enroll | Eco. Dis. | EL  |
|------|----|------|-------|------------|-------|----------------|-------------------|------|-------------|--------------|------------------|-----------|-----|
| 2019 | *  | 49%  | 66%   | *          | 79%   | *              | 36%               | 45%  | 78%         | 63%          | 40%              | 37%       | 40% |
| 2020 | NA | NA   | NA    | NA         | NA    | NA             | NA                | NA   | NA          | NA           | NA               | NA        | NA  |
| 2021 | *  | 51%  | 68%   | *          | 80%   | *              | 38%               | 46%  | 79%         | 65%          | 42%              | 39%       | 42% |
| 2022 | *  | 53%  | 70%   | *          | 81%   | *              | 40%               | 47%  | 80%         | 67%          | 44%              | 41%       | 44% |
| 2023 | *  | 55%  | 72%   | *          | 83%   | *              | 42%               | 48%  | 81%         | 69%          | 46%              | 43%       | 46% |
| 2024 | *  | 57%  | 74%   | *          | 85%   | *              | 44%               | 49%  | 82%         | 70%          | 48%              | 45%       | 48% |

Note: 2019 and 2020 data are actual results as reported in the 2020 TAPR Report