

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

Campus Name: **Windsong**

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: Expand on the Kindness in the Classroom to promote service projects within our campus; highlight FJH and FHS groups who participate in service projects

Evidence - As a result of actions or learning, the following changes have occurred: Extra curricular groups will participate in service projects; community will see the “pride” we have in our school; students will take ownership of the Windsong campus

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: Monthly PL meetings to continue content learning as well as a time to go over collective feedback; Highlight authentic learning/assessments at small group content PLCs as well as campus wide PLCs

Evidence - As a result of actions or learning, the following changes have occurred: Student growth; less worksheets sent home; increase in parent understanding of standards and how the learning fits into the real world

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: As an agenda item, campus administrators and coaches will discuss reflections from walk-throughs at weekly meetings in order to design PL; collaborate with other campuses to offer PL that will have a greater impact on students

Evidence - As a result of actions or learning, the following changes have occurred: Increased cross-campus collaboration; teachers will be able to reach their own professional and personal learning goals with support from coaches/administrators; coaching cycles;

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: Involve community members in unit planning; invite community members to help plan/participate in STEAM Day; encourage staff members to write grants directed toward community experiences

Evidence - As a result of actions or learning, the following changes have occurred: Increase in community partners visiting campus and interacting with students; community members feel as if they are a part of our learning community; increased number of grants given for community based experiences

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: Discovery lessons (You, We, I); TEKS stations; Involvement of community partners in unit planning and implementation; coaching cycles; standards based learning for 3rd grade (pre-planning for 4th and 5th);

Evidence - As a result of actions or learning, the following changes have occurred Increase in student engagement; student goal setting results;

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: Daily morning meetings across all classrooms; Monthly character lesson hosted by the counselor (partnered with a community member); implementation of learner profile on 3rd grade; front loading of learner profile on grades 4 and 5; students setting character goals; administrator and counselor to have a better understanding of restorative practices

Evidence - As a result of actions or learning, the following changes have occurred
 Decrease in office referrals; increase in attendance; increase in student academic growth; teachers will feel more equipped in dealing with character/discipline issues

Data Points -

1.1	2.1	3.2.
		Campus PL Survey Coaching Cycle reflections

4.1	6.1	7.3
Increase in community visitors Increase in community based	Student goal setting results Scores on assessments	SBRC - learner profile Discipline Referrals

experiences	Teacher walk-through forms Coaching cycle feedback	
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Windsong Intermediate will maintain compliance with State and Federal requirements.

Action Steps	Lead? 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"> ● Suicide prevention ● Conflict resolution ● Violence prevention ● Sexual harassment prevention ● Discipline Management ● Dating violence ● Sex trafficking ● Anti-bullying measures (FFI Legal and Local) ● Trauma-informed care 	<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"> ● Instructional methods for addressing the needs of student groups not achieving their full potential; ● Evidence-based practices that address the needs of students for special programs, 		

<p>including suicide prevention programs, conflict resolution programs, violence prevention programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> ● Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care; ● Professional Learning for all staff; ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; ● Implementation of a comprehensive school counseling program. 		
<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 Campus Leadership 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"> ● Primary responsibility is to enforce the law ● Maintain close liaison with campus personnel ● Shall not act as a school disciplinarian, as disciplining students is a school responsibility ● Shall have final authority in all criminal matters that they investigate 	<p>Roher Kreiter</p>	
<p>Review and look for opportunities to integrate technology in instruction and administrative programs</p>	<p>Meadows iCoaches MIS</p>	<p>Implementation of Technology Plan</p>
<p>Implement strategies for recruiting and retaining highly effective teachers</p>	<p>Human 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 Windsong 3rd grade students that score MEET grade level or above on STAAR Reading will increase from **67% to 72%** by June 2024.

Windsong Yearly Target Goals				
2020	2021	2022	2023	2024
NA	68%	69%	70%	72%

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	*	70%	64%	*	86%	*	*	59%	*	64%	77%	50%	33%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	72%	66%	*	87%	*	*	60%	*	66%	78%	52%	35%
2022	*	74%	68%	*	88%	*	*	61%	*	68%	79%	54%	37%
2023	*	76%	70%	*	89%	*	*	62%	*	70%	80%	56%	39%
2024	*	78%	72%	*	90%	*	*	63%	*	72%	82%	58%	40%

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

Early Childhood Mathematics

The percent of Windsong 3rd grade students that score MEET grade level or above on STAAR Math will increase from **68% to 72%** by June 2024.

Windsong Yearly Target Goals				
2020	2021	2022	2023	2024
NA	69%	70%	71%	72%

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	*	61%	70%	*	83%	*	*	47%	*	67%	73%	67%	33%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	62%	72%	*	84%	*	*	48%	*	68%	74%	68%	35%
2022	*	64%	74%	*	85%	*	*	49%	*	70%	75%	70%	37%
2023	*	66%	76%	*	86%	*	*	50%	*	72%	76%	72%	39%
2024	*	68%	78%	*	87%	*	*	51%	*	74%	77%	74%	40%

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