

Sanger Independent School District
Butterfield Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

The Mission of Butterfield Elementary School a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

Vision

Butterfield Elementary will be an exceptional campus focused on innovative learning where students are prepared to create their future in an ever-changing world.

Value Statement

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness

Educate - Inspire - Elevate

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Butterfield Elementary is a PreK - 5th grade Title I campus. In the 2022-2023 school year there are 579 (555 ours, 24 other campuses) students.

The student population breakdown: 58 % White, 32 % Hispanic, 3 % African American, 45 % Economically Disadvantaged, 14 % English Language Learners. 18 % SPED, 34 % At Risk.

We have 63 staff members at Butterfield Elementary.

The instructional staff breakdown: 45 instructional staff members which includes 2 administrators, 1 counselor, 2 Campus Student Interventionist, 30 grade level teachers, 5 SPED, 2 Specials, 1 Gifted and Talented, 1 Dyslexia, 1 nurse

Demographics Strengths

Butterfield Elementary is supporting our English Language Learners by the ESL certification of our teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: To create awareness and understanding among our staff regarding not only the academic but also the social and emotional needs of our students based on our large economically disadvantaged percentage. **Root Cause:** Our demographics show that 45% of our campus is economically disadvantaged.

Student Achievement

Student Achievement Summary

Butterfield Elementary is focused on growth in the area of assessments during the 2022-2023 year.

READING	
3RD GRADE	
APPROACHES	85%
MEETS	50%
MASTERS	35%
4TH GRADE	
APPROACHES	88%
MEETS	66%
MASTERS	32%
5TH GRADE	
APPROACHES	86%
MEETS	62%
MASTERS	35%
MATH	
3RD GRADE	
APPROACHES	82%
MEETS	44%
MASTERS	24%
4TH GRADE	
APPROACHES	77%
MEETS	44%
MASTERS	20%
5TH GRADE	
APPROACHES	76%
MEETS	45%
MASTERS	24%
SCIENCE	
5TH GRADE	

READING	
APPROACHES	81%
MEETS	52%
MASTERS	29%

Student Achievement Strengths

Butterfield staff is committed to growing each and every student this school year. We are using the data we receive from BOY/MOY/EOY to drive our decisions and plans to best meet the needs of our students. We have implemented Data Walks in 3rd - 5th grade focused on the data from Unit Assessments.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our staff needs to know every student by name and need in order to best meet the students where they are and grow them to be their best self.
Root Cause: Our needs and the needs of our students grow yearly, we must use data dissemination to drive our instruction and re-teach.

School Culture and Climate

School Culture and Climate Summary

The culture of Butterfield Elementary is focused on growing and celebrating all students and staff. Butterfield is committed to growing leadership skills within all of our students and creating an environment where our students feel safe to take education risk. Butterfield students and staff will work each day to be our best self and celebrate our growth.

School Culture and Climate Strengths

Examples of ways we are growing our culture:

- * Meet The Teacher
- * Butterfield Bloggers
- * Student Leadership roles on campus
- * Butterfield Brags
- * Positive Phone Calls, Emails
- * Weekly Challenges for staff - most but not all focused around creating relationships with students
- * Quick ideas (Formative Assessments) shared each week in Tribal Talks

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): For our students to feel safe to take educational risk within the classroom, our teachers must also feel safe to take risk that will help our students grow. Our staff is still learning to feel safe and take risk under the leadership of a new administration. **Root Cause:** It takes time for staff to feel comfortable under new leadership.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Butterfield Elementary has 63 staff members: 45 instructional staff members which includes 2 administrators, 1 counselor, 2 Campus Student Interventionist, 30 grade level teachers, 5 SPED, 2 Specials, 1 Gifted and Talented, 1 Dyslexia, 1 nurse. The hard work and willingness of the staff to wear many hats throughout the day has a positive impact on the staff functioning and a supportive team and effectively collaborating to meet the students needs.

Staff Quality, Recruitment, and Retention Strengths

A positive staff culture is constantly being cultivated by staff and administration. Our Building Leadership Team and PBIS team serve as strong leaders on our campus and work to make sure that all staff have a voice. Butterfield Elementary created Campus Buddies (matching and upstairs staff member with a downstairs staff member) to grow our team and continue to build a positive environment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruiting and retaining effective staff during a teacher shortage is difficult due to larger districts providing more attractive salaries. **Root Cause:** Larger districts able to provide more attractive salaries.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Butterfield Elementary follows the district curriculum and instruction guidelines - The Road To Success.

Curriculum, Instruction, and Assessment Strengths

Each grade level uses a screener (BOY, MOY, EOY) 3 times a year to progress monitor students in the area of Reading and Math. This information is used to create and adjust our RTI, our grade level and SPED teachers along with admin and IS's meet each six weeks to review and discuss the progress of our RTI students.

Grade 3 - 5 use STAAR benchmarks to practice and gather data prior to state assessments in the Spring.

Tribe Time is built into our schedule daily for K-5th grade to provide intervention and meet the individual needs of our students.

Tribal Talks (PLC) meets weekly with all grade level teachers - we use this time to collaborate focusing on lessons, stations, re-teach, and formative assessments. We also use this time for Data Walks focused around the Unit Assessments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need ongoing training for the newly implemented programs and resources provided this school year. **Root Cause:** The new programs and resources are strong but require the teachers to be trained to feel comfortable and to get the best out of each program.

Problem Statement 2: 3rd, 4th, and 5th grade teachers need on-going training and resources for the STAAR 2.0 style questions, along with samples, and ideas to implement and provide students with plenty of examples and practice. **Root Cause:** Changes in the assessments leads to training needs for our staff.

Parent and Community Engagement

Parent and Community Engagement Summary

Butterfield Elementary knows the importance of working closely with the families to best meet the needs of our students. We are working to deepen and strengthen our communication with parents and to also provide opportunities for all stakeholders to be involved on our campus.

Parent and Community Engagement Strengths

We are working to plan many opportunities for families, parents, and all stakeholders to be involved on our campus.

Meet The Teacher

Grandparents Day

Holiday Parties

Book Fair

Family Literacy Night

Family STEM Night

Grade Level Awards and Celebrations

Spring Carnival

PTO

Field Day

Field Trips

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parental engagement has not returned since COVID, our campus has not created events in the evening for parents to be a part of our campus.

Root Cause: Parents not having the opportunity to be on campus during the day due to work schedules.

School Context and Organization

School Context and Organization Summary

Butterfield Elementary staff has been trained in and is committed to PBIS, it helps to guide and build strong relationships with students and staff.

The master schedule has been a work in progress this school year, at this point we have a solid schedule but plan to make changes next year using the BLT (Building Leadership Team) to guide based on the feedback and surveys that our staff and students will complete in the spring.

School Context and Organization Strengths

PBIS has create helps to create a positive environment within the classrooms and entire building. Our staff has a voice and knows that they are being heard based on the surveys and communication which is a big step in creating a positive atmosphere.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The master schedule has been reworked to meet the needs of students but still has areas that need to be changed to help our students continue to grow and to provide support for our staff. **Root Cause:** The original master schedule was not streamlined and created as a whole to ensure the best use of time and staff.

Technology

Technology Summary

Butterfield Elementary uses our technology to help our students to increase their learning and continue to grow. Technology is such an important tool and resource for our students, it empowers them to own their learning.

Technology Strengths

Butterfield Elementary uses various forms of technology on a daily basis to not only meet needs but continue to push and grow our students. We have Apple TVs in classrooms, our students and staff use our STEAM Lab weekly. We have ipads for all students 1st - 5th grade, as well as ipads in PreK-K, we also have ipads in our 3 self-contained classrooms. Our staff and students use Class Link daily to access the many options of programs and resources.

Problem Statements Identifying Technology Needs

Problem Statement 1: On-going training is required to be able to use the resources, programs and technology tools to maximize the learning. **Root Cause:** Technology is ever-changing.

Priority Problem Statements

Problem Statement 1: Our staff needs to know every student by name and need in order to best meet the students where they are and grow them to be their best self.

Root Cause 1: Our needs and the needs of our students grow yearly, we must use data dissemination to drive our instruction and re-teach.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: For our students to feel safe to take educational risk within the classroom, our teachers must also feel safe to take risk that will help our students grow. Our staff is still learning to feel safe and take risk under the leadership of a new administration.

Root Cause 2: It takes time for staff to feel comfortable under new leadership.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Parental engagement has not returned since COVID, our campus has not created events in the evening for parents to be a part of our campus.

Root Cause 3: Parents not having the opportunity to be on campus during the day due to work schedules.

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data
- Enrollment trends

Employee Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Budgets/entitlements and expenditures data

Goals





Goal 1: We will provide rigorous learning opportunities an curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1: Improve the Reading /ELA student performance of all student sub-groups as measured by state, district and classroom assessments by 5%.

Evaluation Data Sources: Evidence of increased performance of all students sub groups as measured by state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize data from STAAR 360, unit assessments, benchmarks, Imagine Learning, STAAR 2.0 questions, TXKEA, TPRI as guides and ways to target specific skills for individual student based. Strategy's Expected Result/Impact: Increase 5% on STAAR RLA 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments Staff Responsible for Monitoring: Principal, Assistant Principal, CSI, Grade Level (RLA) Teachers, SPED teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Data Walks (during Tribal Talks) will take place after each Unit Assessment, Benchmark, BOY/MOY/EOY assessments. Data Walks will look at the over all, focused on specific TEKS or areas of needs, and then look at individual students focused on growth. Strategy's Expected Result/Impact: Increase 5% on STAAR RLA 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level (RLA) Teachers, SPED teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CSI will work with teachers to support implementation of effective strategies to increase student performance. CSI will work directly with all Tier 3 students during Tribe Time. CSI will support Tier 2 students by working with teachers and staff to implement and document effective strategies for Tier 2 students.</p> <p>Strategy's Expected Result/Impact: Increase 5% on STAAR RLA 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CSI, Grade Level (RLA) Teachers, SPED teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: House Bill 4545 - Provide additional intervention specifically targeted to those students in grades 3,4, and 5 that did not pass Reading this past year as part of the requirements of House Bill 4545.</p> <p>Strategy's Expected Result/Impact: Meet passing requirements for state assessment and student growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistance Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All teachers will collaboratively plan (Grade Level/Department/Tribal Talks) and use common assessments for student achievement.</p> <p>Strategy's Expected Result/Impact: Increase 5% on STAAR RLA 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CSI, Grade Level (RLA) Teachers, SPED teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Student Data Tracking - Grade level teachers (3rd-5th) will have individual goal setting meeting with students during 2nd 9 weeks. Students will then track growth on Unit Assessment and Benchmarks. Strategy's Expected Result/Impact: Increase 5% on STAAR RLA 3rd grade-5th grade Staff Responsible for Monitoring: Principal, Grade Level Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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Goal 1: We will provide rigorous learning opportunities and curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 2: Improve Math student performance of all student sub-groups as measured by state, district and classroom assessments by 5%.

Evaluation Data Sources: Evidence of increased performance of all students sub groups as measured by state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize data from STAAR 360, unit assessments, benchmarks, Imagine Learning, STAAR 2.0 questions, TXKEA, TPRI as guides and ways to target specific skills for individual student based. Strategy's Expected Result/Impact: Increase 5% on STAAR Math 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments Staff Responsible for Monitoring: Principal, Assistant Principal, CSI, Grade Level (Math) Teachers, SPED teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Data Walks (during Tribal Talks) will take place after each Unit Assessment, Benchmark, BOY/MOY/EOY assessments. Data Walks will look at the over all, focused on specific TEKS or areas of needs, and then look at individual students focused on growth. Strategy's Expected Result/Impact: Increase 5% on STAAR Math 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments Staff Responsible for Monitoring: Principal, Assistant Principal, CSI, Grade Level (Math) Teachers, SPED teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CSI will work with teachers to support implementation of effective strategies to increase student performance. CSI will work directly with all Tier 3 students during Tribe Time. CSI will support Tier 2 students by working with teachers and staff to implement and document effective strategies for Tier 2 students.</p> <p>Strategy's Expected Result/Impact: Increase 5% on STAAR Math 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CSI, Grade Level (Math) Teachers, SPED teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: House Bill 4545 - Provide additional intervention specifically targeted to those students in grades 4 and 5 that did not pass Reading this past year as part of the requirements of House Bill 4545</p> <p>Strategy's Expected Result/Impact: Increase 5% on STAAR Math 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, (4th/5h) Grade Level Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May





Strategy 5 Details	Formative Reviews		
Strategy 5: All teachers will collaboratively plan (Grade Level/Department/Tribal Talks) and use common assessments for student achievement. Strategy's Expected Result/Impact: Increase 5% on STAAR Math 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Teachers, SPED Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Student Data Tracking - Grade level teachers (3rd-5th) will have individual goal setting meeting with students during 2nd 9 weeks. Students will then track growth on Unit Assessment and Benchmarks. Strategy's Expected Result/Impact: Increase 5% on STAAR Math 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments Staff Responsible for Monitoring: Principal, Assistant Principal, CSI, Grade Level (Math) Teachers, SPED teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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Goal 1: We will provide rigorous learning opportunities and curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 3: Improve 5th Grade Science student performance of all students and student sub-group as measured by state, district, and classroom assessments by 3%.

Evaluation Data Sources: Evidence of increased performance of all students sub groups as measured by state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize data from unit assessments, benchmarks, Imagine Learning, STAAR 2.0 questions as guides and ways to target specific skills for individual student based. Strategy's Expected Result/Impact: Increase 3% on 5th Grade STAAR Science Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Science Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Data Walks (during Tribal Talks) will take place after each Unit Assessment, Benchmark, BOY/MOY/EOY assessments. Data Walks will look at the over all, focused on specific TEKS or areas of needs, and then look at individual students focused on growth. Strategy's Expected Result/Impact: Increase 3% on 5th Grade STAAR Science Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Science Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May





Strategy 3 Details	Formative Reviews		
Strategy 3: All teachers will collaboratively plan (Grade Level/Department/Tribal Talks) and use common assessments for student achievement. Strategy's Expected Result/Impact: Increase 3% on 5th Grade STAAR Science Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Science Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Student Data Tracking - 5th Grade Science teacher will have individual goal setting meeting with students during 2nd 9 weeks. Students will then track growth on Unit Assessment and Benchmarks. Strategy's Expected Result/Impact: Increase 3% on 5th Grade STAAR Science Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Science Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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Goal 1: We will provide rigorous learning opportunities and curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 4: Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk and Gifted and Talented with the research-based instructional strategies, interventions, programs, and services that are designed to accelerate their language acquisition and/or improve their academic achievement.

Evaluation Data Sources: Evidence of increased performance of all students sub groups as measured by state, district, and classroom assessments.





Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Imagine Learning for Limited English Proficient (ELL) to provide reinforcement of instruction in the area of math and reading. Strategy's Expected Result/Impact: Increase 5% on STAAR Math , RLA 3rd grade-5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments Staff Responsible for Monitoring: ESL Coordinator, ESL Aide, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Use GT program to push our GT students to continue to show strong growth on local assessments and STAAR. Strategy's Expected Result/Impact: 5% growth in local assessments and STAAR. Staff Responsible for Monitoring: Principal, GT teacher, Grade Level Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: House Bill 4545 - Provide interventions before, during, and after school for students identified At Risk. Instruction to be tailored to House Bill 4545 individualized education plan. Strategy's Expected Result/Impact: 50% of students identified under House Bill 4545 meet standard on one or more state assessments. 75% of student identified under House Bill 4545 show growth on one or more state assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, Grade Level Teacher, SPED, Instructional Aides (Tribe Time) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: We will provide rigorous learning opportunities and curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 5: All schools will implement strategies to support the enrollment, attendance, and success of all students.

Evaluation Data Sources: Evidence of support of enrollment, attendance, and success of all students.





Strategy 1 Details	Formative Reviews		
Strategy 1: Counselor will identify homeless students and provide them with school supplies, backpack, food, clothing as needed. Help parents and families by locating resources that will be helpful. Strategy's Expected Result/Impact: Homeless students will be provided resources they need to be successful. Staff Responsible for Monitoring: Counselor, Principal Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: We will provide rigorous learning opportunities and curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 6: Provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

Evaluation Data Sources: Master calendar of planned and completed campus activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will explore different careers throughout the school year in PK - 5th grade. We will hold a Career Day for 3rd, 4th, and 5th graders - inviting members of our community to come in and share about different careers and the paths to the career. Strategy's Expected Result/Impact: Provide students with knowledge and exposure to different options in the career force. Staff Responsible for Monitoring: Homeroom teachers, Principal Title I: 2.5, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gap.

Performance Objective 1: Base all resource allocations on a thorough analysis of student performance data annually.

Evaluation Data Sources: Evidence documented through classroom observations and local and state assessments (STAAR 360, TPRI, Unit Assessments, Benchmarks) results.

Strategy 1 Details	Formative Reviews		
Strategy 1: Butterfield administration will review and gather feedback from Tribal Talks, BLT (Building Leadership Team), and surveys on all resources, tutoring, and intervention times in order to change or modify based on data results to best meet the needs of our students. Strategy's Expected Result/Impact: Increase 5% on STAAR Math , RLA 3rd grade-5th grade Increase 3 % on STAAR Science -5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 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	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Butterfield administration will conduct efficient walkthroughs and evaluation of staff members to provide meaningful feedback and suggestions to help strengthen classroom instruction. Strategy's Expected Result/Impact: Following 3 Tier System adopted by district: Tier 1 - Goal Setting, TTESS Observation and conferences, at least 4 walk throughs Tier 2 - Goal Setting, at least 4 walk throughs Tier 3 - At least 4 walk throughs Staff Responsible for Monitoring: Principal, Assistant Principal 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	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: A district literacy coach will be available to provide modeling, training, and coaching in literacy instruction to all teaching staff based on need. Strategy's Expected Result/Impact: Effective instructional strategies used within classroom and best practices within classrooms. Staff Responsible for Monitoring: District Coach, Principal, Assistant Principal 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, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 1: Provide opportunities for all students to develop character and soft-skills.

Evaluation Data Sources: Campus counselor will implement, lead, and monitor activities related to character building, social and emotional skills, bullying interventions, and other subjects related to developing strong character.

Strategy 1 Details	Formative Reviews		
Strategy 1: Character education will be presented through guidance lessons. Strategy's Expected Result/Impact: Guidance lessons for each class at least once a month. Staff Responsible for Monitoring: Counselor, Principal Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: PBIS - Campus expectations will be taught and modeled in each classroom and across the campus. Strategy's Expected Result/Impact: Children will be able to articulate and follow expected behavior standards and expectations as related to positive behavior intervention supports. Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS Team, All staff Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May

Strategy 3 Details		Formative Reviews		
Strategy 3: All grade level teachers will implement social contract with their classes to build community and character. Strategy's Expected Result/Impact: Students will experience a positive and safe climate for the development of character and soft skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative		
		Jan	Mar	May
Strategy 4 Details		Formative Reviews		
Strategy 4: Conduct the MTSS screener to help identify those students needing RTI intervention for behavior. Strategy's Expected Result/Impact: Implement effective plan for each student identified in the MTSS screener. Decrease behavior referrals by meeting the emotional and social needs of our students. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, All staff Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative		
		Jan	Mar	May
Strategy 5 Details		Formative Reviews		
Strategy 5: Book Of The Month - Each month the staff and students will all read and complete activity focused on a character trait. The BOM activity will be displayed in the cafe. Strategy's Expected Result/Impact: Create an opportunity for classes to focus discussion around positive character traits, create displays as a reminder of the conversations and activities in the cafeteria. Staff Responsible for Monitoring: Principal, Grade Level Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative		
		Jan	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide opportunities to celebrate our students and their positive impacts. Strategy's Expected Result/Impact: Butterfield Brags, Butterfield Bloggers, Awards, and Shout Outs. Example of weekly/monthly awards - Athlete of the Week, Artist of the Week, Musician of the Week, EPIC Indian, Indians of Integrity, Staff Responsible for Monitoring: All staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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Goal 4: We will recruit, develop, and retain compassionate, effective, innovative, and highly motivated staff.

Performance Objective 1: Ensure that all teachers are certified in the area they are teaching to meet ESSA requirements.

Evaluation Data Sources: Evidence will be documented through certification records.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop interview committees that will select and review the best candidate for any and all open teaching positions on campus. Strategy's Expected Result/Impact: Increase student success by hiring highly qualified and effective staff. Staff Responsible for Monitoring: Principal, Assistant Principal, teachers on the committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide coaching and learning opportunities for all staff during PD, Breakout Activities during Faculty Meetings, providing articles and examples of best practices in Weekly Update. Provide direct coaching for teacher in need. Strategy's Expected Result/Impact: Teachers developing and growing in their instructional effectiveness. Increase in staff effectiveness leads to student growth and success. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 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	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities to grow our campus culture, to celebrate our staff, and to build a foundation of support for all staff. We want for our staff to feel heard, supported, encouraged to continue to grow as an educator and celebrated daily. Strategy's Expected Result/Impact: A positive climate which leads to retention of strong teachers and staff. Examples: Survey of staff - BOY, MOY, EOY Shout Out Board Monthly Activity Board Shout Out Journals (circulating the building constantly) Weekly Challenge (Weekly Update) Woot Woot Wagon 12 Days of Christmas Friday Fun ShoOcktober Friday Prizes Teacher Appreciation Week Weekly hand-written notes (6 each week) by Principal Campus Buddy Staff Responsible for Monitoring: Principal, Assistant Principal, Office Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May

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Goal 4: We will recruit, develop, and retain compassionate, effective, innovative, and highly motivated staff.

Performance Objective 2: Ensure all para-professionals meet the highly qualified criteria for ESSA

Evaluation Data Sources: Human Resource Records

Strategy 1 Details	Formative Reviews		
Strategy 1: Document all para-professional highly qualified. Enroll any para-professionals that are not high qualified in training and document as they complete the training. Strategy's Expected Result/Impact: Increase the effectiveness of our para-professionals by continuing to grow them. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
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Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1: Ensure that all district facilities are safe and maintained.

Evaluation Data Sources: Follow district protocol for Safety and Security. Complete Region 10 Audit, Region 11 Safety Check, documentation of drills and door sweeps.





Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Safety Audit - Region 10 Strategy's Expected Result/Impact: Completed Safety Audit Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Safety and Security Training for staff on-going throughout the year during Faculty Meetings/PD - August, October, January, March, May. Weekly and Monthly Updates shared via Weekly Update (Smore), Tribal Talks, Faculty Meetings, and email. Strategy's Expected Result/Impact: Meet all safety measures, continued conversations and training surrounding safety and security. Staff Responsible for Monitoring: Principal, Assistant Principal, All Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly Door Sweeps of all outside doors conducted and documented by Principal and Assistant Principal. Strategy's Expected Result/Impact: Door security, immediate repairs or adjustments for safety and security. Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct and document required Safety Drills. Strategy's Expected Result/Impact: Fire - Once a month Lock Down (Intruder) - Twice a semester Weather - Twice a semester Staff Responsible for Monitoring: Principal, Assistant Principal, All staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
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Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 2: Implement programs that enhance student safety and student relationships.

Evaluation Data Sources: Documentation records will monitor and record all strategies were completed.





Strategy 1 Details	Formative Reviews		
Strategy 1: PBIS - implementation of school wide PBIS Strategy's Expected Result/Impact: Create an environment where students are showing respect for themselves, peers, staff, and the building. Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS Team, All staff ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Red Ribbon Week - participate in Red Ribbon Week to support a safe and drug free school environment. Strategy's Expected Result/Impact: Students participation in Red Ribbon educational activities focused on making good choices. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, All staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide on-going ideas, lessons, and opportunities for teachers to grow in their ability to meet our students social and emotional needs. Strategy's Expected Result/Impact: Providing weekly/monthly resources, lesson for teacher to implement within their classrooms. Discussion around Growth Mindset. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, All staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
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Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.

Performance Objective 1: Provide opportunities that will increase parent involvement and allow them to partner in their child's education.

Evaluation Data Sources: Documentation records will include parent participation numbers at campus events and data from the Parent Involvement Survey, increased parent involvement throughout our campus events.

Strategy 1 Details	Formative Reviews		
Strategy 1: Multiple Title 1 Meetings will be help to communicate with parents and invite input. Strategy's Expected Result/Impact: The school-parent compact will be revised to include parent input and feedback. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide constant communication with parent and community. Strategy's Expected Result/Impact: School status - daily and weekly by teacher and campus Social Media (Facebook/Twitter) daily/weekly - 3 positive Stories each week School website - daily/weekly Weekly News (Smore) PTO Meetings - monthly Meet The Teacher - August Grandparents Day Curriculum Nights Parent Conferences - February and throughout the year as needed Book of the Month - monthly, sent out via social media Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Web Master, All Staff Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May





Strategy 3 Details	Formative Reviews		
Strategy 3: Survey of Parents - MOY and EOY surveys will be sent for parents to complete. Strategy's Expected Result/Impact: Use the data from the surveys to guide planning for future events, communication, and parent involvement activities. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
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Goal 7: We will align professional development opportunities with the needs of students.

Performance Objective 1: Participate in professional development activities that will provide opportunities to become more effective and improve student performance.

Evaluation Data Sources: Evidence will be documented through classroom observations showing evidence of learning from staff development and implementation of effective learning strategies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will attend weekly Tribal Talks to plan, analyze data, planing based on data, interventions based on data, goal setting and monitoring. Strategy's Expected Result/Impact: Increase 5% on STAAR Math , RLA 3rd grade-5th grade Increase 3 % on STAAR Science -5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments Staff Responsible for Monitoring: Principal, Assistant Principal, All staff Title I: 2.4, 2.5, 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 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: BIG Bang TEKS - Provide teacher opportunity to vertically plan with teachers across the district in order to create consistency in instruction and time for collaboration. Strategy's Expected Result/Impact: Increase 5% on STAAR Math , RLA 3rd grade-5th grade Increase 3 % on STAAR Science -5th grade PreK-2nd grade students will show growth from BOY to MOY and EOY assessments Staff Responsible for Monitoring: Principal, All staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: District will provide professional development opportunities for new curriculum and assessment tools. Strategy's Expected Result/Impact: Research based strategies, curriculum and assessment tools will be implemented within each classroom. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade level teacher, SPED Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Any new K-3 teachers will attend the TEA Reading Academies. Strategy's Expected Result/Impact: Completion of the program, increase student achievement in Reading. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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