

Santa Fe Independent School District
Barnett Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Barnett Braves will strive for excellence through collaboration, communication, and compassion.

Vision

Building the BEST at Barnett!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On July 14, 2023, the Campus Improvement Committee, made of representatives from all stakeholder positions, met from 8:30-11:30 am at Barnett Elementary. They reviewed the following:

- Discipline Data
- Culture Data
- Attendance Data
- 22-23 culture goals

The committee discussed revisions for the 23-24 school year based on last year's data.

The second needs assessment took place on September 6, 2023 at 3:15 pm at Barnett. STAAR data was reviewed. CIP goals were finalized after identifying strengths and weaknesses. The committee decided on priority problem statements and wrote goals aligned to these needs using a root cause analysis.

Demographics

Demographics Summary

Enrollment

Barnett Elementary serves grades PK-5. In 2022-2023, Barnett had a student population of 646 students at Fall Snapshot.

Economic Disadvantaged

Barnett had a 59% Economic Disadvantaged enrollment in 2022-2023.

Ethnicity

Barnett is comprised of approximately 65% White students, 28% Hispanic students, and 3% 2 or more races.

Student Groups

Barnett had 56 ESL students, 78 Special Education Students, and 239 at-risk students in 2022-2023.

Student Achievement

Student Achievement Summary

STAAR 2023 Results:

Overall Barnett went down in 2023 as compared to 2022 except in 5th grade Math and Science. Barnett is still above the state averages in all areas.

	2022			2023		
	AGL	Meets	Masters	AGL	Meets	Masters
3rd RLA	88	63	37	82	53	12
4th RLA	91	66	28	82	54	21
5th RLA	92	66	45	84	62	34
3rd Math	87	63	36	76	47	17
4th Math	91	73	49	87	71	39
5th Math	86	67	40	91	66	26
5th Science	83	53	27	87	53	23

School Culture and Climate

School Culture and Climate Summary

Core Values

- *Create a student-centered environment
- *Inspire learning
- *Cultivate a "we" culture
- *Strive toward excellence through continuous improvement
- *Build meaningful, trusting relationships

Professional Learning

Barnett has fully implemented Professional Learning Communities at each grade level.

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- Time is built into the day to address both staff and student needs and for professional growth and peer collaboration.
- Learning designs are utilized within the PLC for teacher professional growth.

Curriculum

- Focus on Strengthening of Literacy in ALL ELA Classrooms
 - Mini Lesson Refinement in Lucy Calkins
- Second year of implementation of new Math curriculum (refinement)

- Eureka Math
- Refine the implementation of Stem Scopes in 5th grade Science

Instructional Coaching

Each campus has a Math/Science and a Reading/Social Studies Instructional Coach. The coaching model was implemented in 2018-2019. All coaches have received extensive coaching training. Whole group and individual coaching cycles for core academic areas occur on each campus.

School Climate

Barnett has implemented the following.

- Parent, staff, and student surveys were sent out two times during the year. Responses were analyzed and needs identified.
- Character Strong SEL curriculum was implemented in 2021-2022.
- The House system is being refined and enhanced.
- Threat assessment teams implement the district's threat assessment policy and procedures.
- Counselors provide grade-appropriate information to students regarding topics such as anti-bullying, healthy relationships, suicide prevention, and the prevention of drug and alcohol abuse.
- Counselors and campus administrators are interacting throughout the day in both high traffic areas and individual student conferences in their effort of ensuring the safety of all SFISD students.
- Advisory groups at each campus provide feedback to campus administrators.
- Each campus has an instructional leadership team as well as a site-based decision making committee to make decisions, lead change, and set and monitor goals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Barnett Elementary experiences a high retention rate for teachers. Many of the teachers are also graduates of SFISD and have remained in the area and currently serve their community as educators. In order to better meet the challenges of educators new to the profession and to increase new teacher retention rates, SFISD has a New Teacher Mentoring Program and employs a full-time professional who monitors and assists new teachers as needed. Staff new to the district are assigned a buddy for support and guidance. In addition, Barnett offers high quality job embedded professional learning opportunities within a collaborative setting, teacher leadership opportunities, and a campus culture that helps to retain teachers and improve instruction.

Instructional coaches are available to support and help grow staff and provide expert assistance and guidance in PLCs. All teachers have a voice and Barnett administration works hard to build a strong close-knit team.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SFISD curriculum and instruction documents are created from state adopted TEKS strands . By TEA and other accountability measures, the standards are vertically and horizontally analyzed, organized, and scaffolded to meet the grade level expectations for successful student achievement. Curriculum documents are organized in the following forms within our district: Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-weeks, Week At A Glance (WAG) – provides a clear unit parameters, assessments schedule, and Power Standards for each nine-weeks, Unit Planning Guides- provides a framework and protocol for teachers to backwards design instruction with multiple pathways, Instructional Planning Guides –provides a framework for instruction that happens each day. District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment.

Vehicles for learning are provided throughout our district's various platforms. Learning can be accessed and facilitated in the following ways: physically-classroom environment; or electronically/virtually- CANVAS (Learning Management System) or Microsoft Office 365. Our classrooms tend to use a hybrid approach for facilitating learning to meet the needs of our digital learners.

Professional Learning Communities (PLCs) are organized on each campus. The relevance of these communities is to maximize the capacity of adult learning. Learning is ongoing, systemic, and based upon the cycle of continuous improvement. IC maps are being developed to help measure the impact of the work.

During the 2022-2023 school year, the District will continue the implementation of Readers and Writers Workshop. Students learn within the framework of Structured Literacy and grow as a readers, writers, speakers, and listeners. The workshop model allows students to be at the center of their literacy adventure with an exposure to areas of high interest for individual learners and to be instructed with an explicit and systematic approach. RLA curriculum and instruction documents are created from best practices provided by a multitude of resources such as Ohio State University and Teacher's College at Columbia University, Heggerty Phonological Awareness, 95 Phonics and Patterns of Power. Math and Science will continue to focus upon creating literate learners within their content. Resource subject experts visited Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success. The math curriculum for the 2023-2024 school year will be the continuation of Eureka Math. Stem Scopes and Discovery Science will be used as a resource in Science.

The Instructional Coaching Model continues for the 2023-2024 school year, and teachers have access to and support from subject specific instructional coaches to assist teachers in reaching their instructional goals resulting in higher student achievement.

Various learning cohorts and academies were formed within the District to strengthen and reinforce our leaning systems for academic success.

Parent and Community Engagement

Parent and Community Engagement Summary

Barnett promotes activities that encourage lifelong learning and student success.

Activities include:

- Increased formats of communication between parents and teachers
- Campus Parent Engagement Committee
- Campus survey data utilized to continually improve
- Parent/Teacher Association (PTA)
- Parent conference and open house activities to encourage collaboration between parents, teachers, and students
- Family nights such as ESL Night, Braves Behind the Scenes, Meet the Teacher Night, and Open House.
- Monthly family breakfasts per grade level.
- Choir Performances
- Feasts and School Parties
- Fun Run
- STEM Night

School Context and Organization

School Context and Organization Summary

William F. Barnett

- Principal, Destini Martin
- Assistant Principal, Marissa Harrison
- Counselor, Shayla Petteway





School context and organization:

- Administration
- Counselor
- Special Education support staff
- Targeted Response to Intervention Process (RTI)
- PBIS
- SOAR is an innovative and effective way of meeting the educational needs of the districts ECSE students along with those of the children of district employees
- Creative Explorers offers the community and SFISD employees reliable child care before and after school
- Barnett provides Professional Learning Community (PLC) meeting, learning, and planning time for teachers. Elementary campuses schedule their PLC time during the day on a rotating basis.
- Instructional Coaching
- Math Interventionist
- Reading Interventionist
- Threat Assessment team
- PTA
- House System
- Dyslexia Instruction

Goals

Goal 1: Ensure an exceptional learning experience for all students in a safe and positive learning environment.

Performance Objective 1: Barnett Elementary will ensure an exceptional learning experience for all students in a safe and positive learning environment.

Strategy 1 Details	Formative Reviews		
Strategy 1: The School Resource Officer and Security Officer will regularly check security features including doors, outside perimeter entrances, campus cameras and respond to irregularities immediately.	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The School Resource Officer and Security Officer will regularly interact with students and parents in a positive way to build a relationship and trust.	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Watchdog Dads will be implemented to encourage male participation during the school day. Watchdog Dads will monitor hallways, cafeteria, and interact with students academically in and out of the classroom.	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Upper elementary students will have the opportunity to serve on Safety Patrol. These students will be trained to assist and monitor students during arrival and dismissal time.	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Establish a school wide understanding of expectations for all common areas of the school building.	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.





Performance Objective 1: William F. Barnett Elementary is dedicated to improving academic performance in the areas of Reading and Writing for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Kindergarten, First Grade, and Second Grade will strive to meet 85% of all students reading at benchmark as determined by the mClass assessment. Third Grade will strive to meet 90% AGL, 64% Meets, and 22% Masters. Fourth Grade will strive to meet 90% AGL, 70% Meets, and 40% Masters. Fifth Grade will strive to meet 87% AGL, 60% Meets, and 25% Masters.

Evaluation Data Sources: Local Assessments, State Assessment, SFTAS/Walkthrough, Power PLC Cycle, Instructional Planning Guides (IPGs)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve/refine initial classroom instruction through the collaborative development of instructional planning guides, refinement of Lucy Calkins Units of Study for Reading and Writing, small group instruction, individual student conferences, vocabulary acquisition strategies, collaborative structures, high level questioning with written responses, STAAR redesign questioning, Phonics programs (Core 95 Phonics and Fountas & Pinnell), and differentiated total engagement instructional strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change 2. Walk-throughs/Learning Walks/Evidence of implementation of the Units of Study 3. Walk-throughs/Learning Walks/Evidence of implementation of Units of Study and total engagement strategies 4. Walk-throughs/Learning Walks/Evidence of best teaching practices <p>Staff Responsible for Monitoring:</p> <ol style="list-style-type: none"> 1. Martin/Harrison/Grassmuck/ RLA Teachers 2. Grassmuck/RLA Teachers 3. Martin/Harrison/Grassmuck/RLA Teachers 4. Grassmuck <p>Funding Sources: - Title I</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve individual student growth measures (approaches, meets, masters) by analyzing, tracking, and creating action plans and instructional goals for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. Students will collaborate with teachers to create and monitor personal academic goals. (Domain 2)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/Meets expectations on UBA Check points</p> <p>2. Aware data reports/ BAS progression chart/progress monitoring/mCLASS assessment reports for K-2</p> <p>3. BAS Levels increasing in grades 3-5 students/Increase in Pre and Post SBA Scores/</p> <p>4. Improved student growth measures as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Grassmuck/RLA Teachers</p> <p>2. Martin/Harrison/Grassmuck/RLA Teachers</p> <p>3. Martin/Harrison/Grassmuck/RLA Teachers</p> <p>4. Martin/Harrison/Grassmuck/RLA Teachers/LLI/Dyslexia/HB4545 staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ Power PLC minutes</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Grassmuck</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve individual student growth measures for students receiving special education services by analyzing, tracking, and creating action plans and instructional goals using performance data to provide appropriate accommodations and modifications while implementing the inclusive model (advanced support, support facilitation, co-teach, and specialized instruction) and "Healthy Clusters" within the general education classroom. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/weekly IPG's</p> <p>3. Individualized Educational Plan (IEP) Goals</p> <p>4. Increased Special Education student growth measures as indicated on STAAR report.</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Grassmuck/RLA Teachers</p> <p>2. Special Education (IST)/General Education Teachers</p> <p>3. Special Education teachers (IST)</p> <p>4. Martin/Harrison</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve individual student growth measures of Emergent Bilingual (EB) by analyzing, tracking, and creating action plans and instructional goals using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. EB students progress measure as indicated on STAAR progress</p> <p>4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>5. EB student growth measure as indicated on STAAR report/ELPS posted in classroom</p> <p>6. EB student growth measure as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: Martin/Harrison/RLA Teachers/ESL Teachers</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Improve individual student growth measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans and instructional goals using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans</p> <p>2. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/ Grassmuck/RLA Teachers</p> <p>2. RLA Teachers</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.

Performance Objective 2: William F. Barnett Elementary is dedicated to improving academic performance in the area of Math for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Kindergarten, First Grade, and Second Grade will strive to meet 80% of mastery for all math priority standards. Third Grade will strive to meet 86% AGL, 77% Meets, and 30% Masters. Fourth Grade will strive to meet 85% AGL, 60% Meets, and 30% Masters. Fifth Grade will strive to meet 92% AGL, 75% Meets, and 43% Masters.

Evaluation Data Sources: Local Assessment, State Assessments, SFTAS/Walkthrough, Power PLC Cycle, Instructional Planning Guides (IPGs)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve initial classroom instruction by collaboratively developing literate mathematicians through the implementation of Eureka Curriculum, Learning Designs, Guided Math, number talks, small group instruction, vocabulary strategies, collaborative structures, hands on experiences, high level questioning, accountable talk and differentiated total engagement instructional strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change</p> <p>2. Walk-throughs/Learning Walks/Utilizing IPG's</p> <p>3. Walk-throughs/Learning Walks</p> <p>4. Walk-throughs/Learning Walks/Evidence of best teaching practice</p> <p>Staff Responsible for Monitoring: 1.Martin/Harrison/ Johanson/ Math Teachers</p> <p>2. Johanson/Math Teachers</p> <p>3. Martin/Harrison /Johanson</p> <p>4. Johanson</p> <p>Funding Sources: math manipulatives - Title I</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve individual student growth measures (approaches, meets, masters) by analyzing, tracking, and creating action plans and instructional goals for individual students using performance data to provide appropriate reteach strategies, interventions, and enrichment/ extensions. Students will collaborate with teachers to create and monitor personal academic goals. (Domain 2)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. Increased student growth measures as indicated on STAAR report</p> <p>4. Growth from previous STAAR and SBA Data</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Johanson/ Math Teachers</p> <p>2. Martin/Harrison/Johanson/Math Teachers</p> <p>3. Martin/Harrison/Johanson/Math Teachers/Math Interventionist/HB4545 staff</p> <p>4. Johanson/Math Teachers/Math Interventionist/HB4545 staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ PLC minutes</p> <p>2. Lesson Plans/mini lesson plans/ PLC minutes</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Johanson</p> <p>2. Martin/Harrison/Johanson</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve individual student growth measures for students receiving special education services by analyzing, tracking, and creating action plans and instructional goals using performance data to provide appropriate accommodations and modifications while implementing the inclusive model (advanced support, support facilitation, co-teach, and specialized instruction) and "Healthy Clusters" within the general education classroom. (Domain 3)</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans Individualized Educational Plan (IEP) Goals Increased Special Education student growth measures as indicated on STAAR report. <p>Staff Responsible for Monitoring:</p> <ol style="list-style-type: none"> Martin/Harrison/Johanson/Math Teachers Special Education (IST) /General Education Teachers Special education teachers (IST) Martin/Harrison 	Formative		
	Nov	Feb	May


Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve individual student growth measures of Emergent Bilingual (EB) students by analyzing, tracking, and creating action plans and instructional goals using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. EB students progress measure as indicated on STAAR report</p> <p>4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>5. EB students' growth measures as indicated on STAAR report/ELPS posted in classroom</p> <p>6. Increased EB students' growth measures as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Johanson/ESL Teachers</p> <p>2. ESL Teachers/LPAC Committee</p> <p>3. ESL Teachers</p> <p>4. Harrison/ESL Teachers</p> <p>5. Harrison</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Improve individual student growth measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans and instructional goals using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/</p>	Formative		
	Nov	Feb	May


Individual classroom data digs and action plans/
Team data digs and action plans


2. Aware data reports/
Individual classroom data digs and action plans/
Team data digs and action plans

Staff Responsible for Monitoring: 1. Martin/Harrison/
Johanson/Math Teachers

2. Math Teachers

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Promote academic achievement and success through student engagement, innovation, rigorous and relevant learning.





Performance Objective 3: William F. Barnett Elementary is dedicated to improving academic performance in the area of Science for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Fifth Grade will strive to meet 90% AGL, 58% Meets, and 25% Masters.

Evaluation Data Sources: Local Assessment, State Assessments, SFTAS/Walkthrough, Power PLC Cycle, Instructional Planning Guides (IPGs)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve initial classroom instruction and create literate Scientists through the development of 5E lesson design and implementation of Backwards Design, small group instruction, vocabulary strategies, collaborative structures, hands on lab experiences including STEM, high level questioning, and differentiated total engagement instructional strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change</p> <p>2. Walk-throughs/Learning Walks/Observations</p> <p>3. Walk-throughs/Learning Walks/Observations for evidence of vocabulary strategies, canvas and total engagement strategies</p> <p>4. Walk-throughs/Learning Walks/Observations for evidence of best teaching practices</p> <p>Staff Responsible for Monitoring: 1.Martin/Harrison/Johanson/ Science Teachers</p> <p>2. Johanson/Science Teachers</p> <p>3. Martin/Harrison</p> <p>4. Johanson</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve individual student growth measures (approaches, meets, masters) by analyzing, tracking, and creating action plans and instructional goals for individual students using performance data to provide appropriate reteach strategies, interventions, and enrichment/ extensions. Students will collaborate with teachers to create and monitor personal academic goals. (Domain 2)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. Improved student growth measures as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Johanson/ Science Teacher</p> <p>2. Martin/Harrison/Johanson/ Science Teacher</p> <p>3. Martin/Harrison/Johanson/ Science Teachers</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Lesson Plans/mini lesson plans/ PLC minutes</p> <p>Staff Responsible for Monitoring: Martin/Harrison</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve individual student growth measures for students receiving special education services by analyzing, tracking, and creating action plans and instructional goals using performance data to provide appropriate accommodations and modifications while implementing the inclusive model (advanced support, support facilitation, co-teach, and specialized instruction) and "Healthy Clusters" within the general education classroom. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. Individualized Educational Plan (IEP) Goals</p> <p>4. Improved Special Education students growth measures as indicated on STAAR report.</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Johanson /Science Teachers</p> <p>2. Special Education (IST)/General Education Teachers</p> <p>3. Special Education Teacher (IST)</p> <p>4. Martin/Harrison</p>	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Improve individual student growth measures of Emergent Bilingual (EB) students by analyzing, tracking, and creating action plans and instructional goals using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. EB students' progress measure as indicated on STAAR report</p> <p>4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>5. Improved EB students' growth measures as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Johanson/ Science Teachers</p> <p>2. ESL Teachers</p> <p>3. ESL Teachers</p> <p>4. Martin/Harrison/ESL Teachers</p> <p>5. Harrison</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Improve individual student growth measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans and instructional goals using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans</p> <p>2. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Johanson/ Science Teachers</p> <p>2. Science Teachers</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: Maintain a collaborative culture that promotes partnerships among all students, staff, families, and community stakeholders.

Performance Objective 1: William F. Barnett Elementary is dedicated to building, sustaining, and monitoring a culture of positivity and excellence where students come first. Barnett Braves will strive for excellence through collaboration, communication, and compassion.

Evaluation Data Sources: Parent Survey Data, Teacher Survey Data, Attendance at School Wide Events, Positive Feedback Through Class Dojo

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All Staff/Students/Parents will be able to recognize and understand the campus vision statement that centers around our core values and builds from the vision of "Building the BEST at Barnett."</p> <p>Strategy's Expected Result/Impact: 1. Vision statement posted and easily understood by all stakeholders</p> <p>2. Students are able to say the vision statement and understand it</p> <p>Staff Responsible for Monitoring: 1. Martin/Harrison/Coaches/Team Leads</p> <p>2. All Staff</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continually build a culture of positivity and excellence where students come first and strive for excellence through collaboration, communication, and compassion.</p> <p>Strategy's Expected Result/Impact: 1. Teams consistently and systematically meet together in many different types of learning situations to collaborate and learn from one another.</p> <p>2. Survey data indicating that the majority of staff and parents feel that there are good systems for communication at Barnett.</p> <p>3. Data indicating decline of behaviors in various settings within the building.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain and Monitor a culture of positivity where staff members have the opportunity to strive for excellence through collaboration, communication, and compassion.</p> <p>Strategy's Expected Result/Impact: 1. Progress made between survey 1 and survey 2.</p> <p>2. Surveys indicate high levels of engagement and student collaboration.</p> <p>3. Progress made between survey 1 and survey 2.</p> <p>Staff Responsible for Monitoring: Martin/Harrison</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Build upon the positive culture where students and staff feel a sense of belonging and pride through the implementation of the Barnett BEST House System.</p> <p>Strategy's Expected Result/Impact: 1. Stronger relationships between staff and students 2. Increased participation in school spirit days and events.</p> <p>Staff Responsible for Monitoring: Martin/Harrison/Staff/Students</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to build a school wide positive behavioral system by utilizing Class DOJO as our campus wide behavior system and parent communication tool.</p> <p>Strategy's Expected Result/Impact: 1. Points will be counted and rewards earned for the team with the highest positive point count</p> <p>2. Decrease in behavioral incidents and increase in positive behaviors in all areas of the school.</p> <p>Staff Responsible for Monitoring: 1. Harrison/Martin/All staff</p> <p>2. Classroom teachers</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Establish a school wide understanding of expectations for all common areas of the school building.</p> <p>Strategy's Expected Result/Impact: 1. Expectations posted and easily understood by students and staff.</p> <p>2. Students are able to say and understand the expectations.</p> <p>Staff Responsible for Monitoring: 1. Harrison/Martin/All Staff</p> <p>2. Classroom Teachers</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement weekly Character Strong SEL Curriculum/lessons</p> <p>Strategy's Expected Result/Impact: 1. Weekly Character Strong lessons resulting in stronger socio-emotional skills</p> <p>2. Increase in positive relationships between students and staff resulting in positive school culture</p> <p>Staff Responsible for Monitoring: 1. All Staff</p> <p>2. All Staff</p>	Formative		
	Nov	Feb	May





Strategy 8 Details	Formative Reviews		
Strategy 8: Provide school-wide family engagement events: registration days, roundup, field days, grade level feasts, Kindergarten Graduation, choir performances, and classroom/campus visitations to ensure a smooth transition for children into the public school system, into the next grade level, or to their new campus of promotion. The parent and family engagement committee will meet at least twice each year to review/revise the parent engagement policy and campus compact	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Host a "STEM NIGHT" in the fall and spring where parents will be invited to learn more about their child's school and STEM instruction while students have an opportunity to engage in STEM activities.	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
Strategy 10: Each grade level will host a family engagement breakfast throughout the school year.	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
Strategy 11: Morning Campus announcements will be presented on Facebook Live each morning to engage students, teachers, parents, and community members in the daily activities of Barnett Elementary.	Formative		
	Nov	Feb	May
Strategy 12 Details	Formative Reviews		
Strategy 12: Utilize various social media platforms (Dojo, Facebook, Instagram, Campus Website) and a monthly Parent Pow-Wow newsletter to communicate important events and campus celebrations throughout the school year.	Formative		
	Nov	Feb	May
Strategy 13 Details	Formative Reviews		
Strategy 13: Partner with Barnett Elementary PTA to support student and campus success through administrator collaboration sessions and quarterly campus meetings. Grade level PTA representatives will attend all PTA meetings to share important information with the campus.	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Recruit, retain, and support a world-class team of employees.

Performance Objective 1: Barnett Elementary will recruit, retain, and support a world class team of employees.





Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs follow the Cycle of Continuous Improvement to improve practice resulting in increased student achievement.	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: PLC teams will choose or develop learning designs based on current data.	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Coaches collaborate with the administrative team and set personal goals for PLCs and individual coaching cycles that align with current goals. The goal is for coaches and administrators to purposely and systematically use coaching as a way to hold individuals and teams accountable to the continuous improvement cycle that results in increased student achievement.	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers take part in the campus goal setting process and new teachers create their own connection to the mission and the vision. Staff share a common understanding of the mission, vision, and values and can model them in the daily life of school.	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers have clear professional learning goals to improve their practice.	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Intentional collaboration time with Special Education (IST) and General Education teachers to analyze and monitor student progress and plan for individualized instruction and support for students with disabilities.	Formative		
	Nov	Feb	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Barnett Elementary will provide morale builders and team building opportunities several times throughout each school month.	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: First year and second year teachers will receive support through the mentor program where they are able to plan with their mentor, observe other classrooms, and work closely with instructional coaches.	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Utilizing the paid Intern Program in SFISD, Barnett Elementary will develop and recruit teacher candidates.	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
Strategy 10: Utilize various social media platforms (Dojo, Facebook, Instagram, Campus Website) to highlight events and share positive classroom experiences to engage and recruit potential candidates.	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
Strategy 11: Provide leadership training throughout the school year and differentiate assistance based on the individual need of the leader.	Formative		
	Nov	Feb	May
Strategy 12 Details	Formative Reviews		
Strategy 12: Utilize the Barnett Leadership toolkit so leaders can access information on the norms, roles, goals, learning designs, action plan and PLC Cycle.	Formative		
	Nov	Feb	May
Strategy 13 Details	Formative Reviews		
Strategy 13: Leaders will continuously implement Learning Designs within the Power PLC Cycle with a specific focus on the area of student and standard need.	Formative		
	Nov	Feb	May

Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Leaders understand their role and expectations as team leaders. They also know how to utilize the leadership tool kit in order to guide teams through the cycle of continuous improvement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Maximize our use of financial resources to ensure the greatest effectiveness and benefit for all students.

Performance Objective 1: Barnett Elementary will maximize our use of financial resources to ensure the greatest effectiveness and benefit for all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Partner with Barnett Elementary PTA to support student and campus success through administrator collaboration sessions, quarterly campus meetings, and work together on fundraisers to benefit all Barnett Braves.	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Barnett will correctly utilize the budget guidelines and all expenditures will be in support of campus goals which are based on the campus needs assessment.	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Review and approve purchase orders on an as needed basis through the Skyward program.	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Hold monthly budget meetings to review finances and discuss expenses for the future.	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	1	math manipulatives		\$0.00
Sub-Total					\$0.00