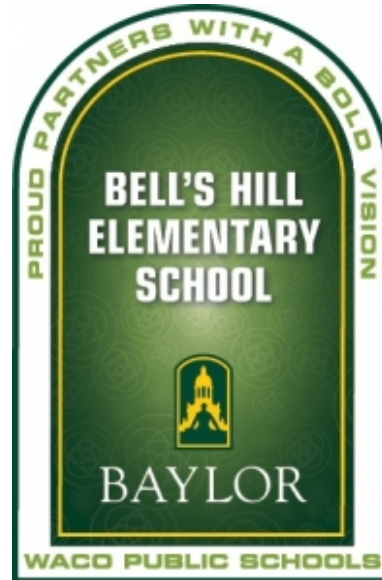


**Waco Independent School District**  
**Bell's Hill Elementary**  
**2022-2023 Improvement Plan**



# Mission Statement

Bell's Hill Elementary will ensure a safe environment by educating, supporting, and motivating young minds through innovative and technological learning to foster character and leaders of tomorrow.

## Vision

Bell's Hill Elementary is a place where we prepare lifelong learners to achieve academic excellence and to rise above adversity while building a strong community.

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# Goals





**Goal 1:** Increase student achievement.

**Performance Objective 1:** Increase student achievement to at least 80% growth for all student groups in reading and math.

**Evaluation Data Sources:** Ren360, TxKea, Circle, TCAs, Interim Assessments, STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to implement Data-Driven Instruction (DDI) to review student achievement data and identify areas of instruction that need additional focus through reteach plans. Ensure instructional specialists are available to assist with data-driven instructional planning, in-class instructional support and professional development for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> DDI protocols will be used in data meetings; meeting notes with identified TEKS that provide most leverage will be used to focus reteach plans</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct a deep data dive and analysis of unit and benchmark assessment data with teacher teams, discussing the percentage of students at "Approaches," "Meets," and "Masters" performance levels and the number of points or loss of points for individual students in regards to growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention plans developed and implemented based on data; expected or accelerated growth on STAAR; growth goals based on 2022 STAAR for 4th and 5th grade will be met</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Classroom Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborate with teachers to improve TIER 1 instruction and develop strategies to facilitate increased student achievement, enabling students who previously earned "Approaches" or "Meets" to achieve or make progress towards "Masters."</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in "Masters" level scores on STAAR Reading and Mathematics assessments and on district TCAs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Instructional Specialists will work with teachers to identify and help meet the needs of at-risk students in all subject areas, integrate technology as appropriate, prepare needed materials and provide instructional support to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students identified as at-risk will show academic progress in growth and/or achievement goals; teachers will indicate having instructional support as measured in the climate survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Instructional Specialist (3) - Title 1 - \$212,830</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement Lucy Calkins and Patterns of Power writing program(s) for all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student ability to write fluently as measured on formative assessments; increased ratings on TELPAS Writing; increased number of students meeting EL reclassification criteria</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Include more special education students in the general education classroom for instruction with support from inclusion teachers and paraprofessionals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of special education students passing reading and math STAAR to at least 40%</p> <p><b>Staff Responsible for Monitoring:</b> Special Ed Inclusion Teachers, Classroom Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide tutoring and targeted interventions to students at all grade levels to increase performance on state and district assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving tier 2 and 3 interventions will show one year of growth on Ren360</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Classroom Teachers</p> <p><b>Funding Sources:</b> After-School Tutoring - American Rescue Plan (ARP/ESSER III) - \$29,662</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>





Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Extend and enhance lessons for identified GT students by grouping them in cluster classrooms. Non-identified students who qualify later in the year will be provided time within the day to work with other identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of "Masters" on the STAAR to at least 75%</p> <p><b>Staff Responsible for Monitoring:</b> GT Pull-Out Teacher, Cluster Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Purchase materials to provide supplemental instruction, including, but not limited to, classroom supplies and STAAR Master, Mentoring Minds, Achieve3000, Math Prodigy, Hand 2 Mind math supplies, Mystery Science, IXL, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement and growth performance on state and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists</p> <p><b>Funding Sources:</b> Achieve3000 (grades 3-5) - American Rescue Plan (ARP/ESSER III) - \$15,680, Classroom Supplies and Resources - State Compensatory Education - \$69,057, Classroom Supplies and Resources - Title 1 - \$12,650, Supplies and Resources - American Rescue Plan (ARP/ESSER III) - \$48,969</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Assign a science teacher to teach all grade levels in the science lab, prioritizing support for students identified as at-risk or EL.</p> <p><b>Strategy's Expected Result/Impact:</b> Science test scores will increase to 25% of students achieving "meets" performance level; increased hands-on learning experiences related to the content</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists</p> <p><b>Funding Sources:</b> SIT Teacher - Science - State Compensatory Education - \$65,685</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Build student background knowledge and provide engaging real world experiences through field trips that enable students to make connections to classroom learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make inferences related to real world experiences</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Field Trips Expenses - Title 1 - \$6,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Increase student achievement.

**Performance Objective 2:** Implement a clear Response to Intervention (RtI) plan to support increased student achievement.

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure progress of students who previously failed STAAR assessment(s) are tracked and create a system of intervention for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Creation of comprehensive RtI plan including defined research-based, targeted interventions that will be utilized to support increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide two certified Student Intervention Teachers (SIT) and two instructional paraprofessionals to assist with Tier 3 reading/language arts and math instruction. Provide one certified Student Intervention Teacher (SIT) to assist with Tier 3 reading/language arts and math instruction for Prek-2nd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> At-risk students will show growth in reading and math scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> SIT Teachers - Reading and Math (2) - State Compensatory Education - \$148,670, SIT Paraprofessionals (2) - Title 1 - \$60,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Meet with classroom teachers to progress monitor student achievement and response to multi-tiered support for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are not showing progress will be moved TIERS</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use small group pull-out to regroup EL and at-risk students needing more assistance with vocabulary and learning of concepts in areas of reading/language arts, math, and science.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 60% of EL students will achieve "approaches" on reading, math and science</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Instructional Specialists</p> <p><b>Funding Sources:</b> Small group tables - American Rescue Plan (ARP/ESSER III) - \$4,000, Bookshelves for leveled readers - American Rescue Plan (ARP/ESSER III) - \$2,500</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use Branching Minds to identify, tier, write and progress monitor individualized student learning plans for reading, math and behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Individually-developed intervention learning plans, increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 1:** Increase student achievement.

**Performance Objective 3:** Use technology to support teaching and learning initiatives.

**Evaluation Data Sources:** Student Achievement Data, Surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use online interim assessments to guide instructional plans for improving STAAR results.  <b>Strategy's Expected Result/Impact:</b> Percent of students meeting "approaches" will meet the following goals in reading, math and science: 1st interim - 60%, 2nd interim - 70%  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Review class and individual student data from Ren360 to make informed data-driven decisions; including, but not limited to, identification of instructional deficits, identification of instructional focus areas, establishment of student groups based upon areas of need, and determination of student progress toward meeting end-of-year goals.  <b>Strategy's Expected Result/Impact:</b> 80% of students will be "on-watch" or "at/above grade level" for each Ren360 administration  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide students with resources such as visual aids, technology applications/computers/iPads, graphic organizers, flexible seating, STEAM Lab work stations, 3D printer and anchor charts to complement the district curriculum and to increase performance on state and district assessments for all grade levels.  <b>Strategy's Expected Result/Impact:</b> Students will have access to a variety of instructional opportunities to assist with the mastery learning of content  <b>Staff Responsible for Monitoring:</b> Instructional Specialists, Classroom Teachers   <b>Funding Sources:</b> Classroom Resources and Materials - Technology - State Compensatory Education - \$32,391</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use MyOn to provide students with access to non-fiction text on their independent reading level.  <b>Strategy's Expected Result/Impact:</b> Students' independent reading levels will increase by one grade level  <b>Staff Responsible for Monitoring:</b> Instructional Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide ClassKick as a classroom resource for teachers to engage students in interactive lessons and use real-time formative assessments to check for understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engage in blended learning and will receive immediate feedback from teachers through the ClassKick platform</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist of Technology</p> <p><b>Funding Sources:</b> ClassKick application - State Compensatory Education - \$6,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Send a group of teachers and administrators to the annual TCEA Convention on one-day passes to see and experience the latest trends in blended learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement and share the strategies learned from the convention, more blended learning will be observed in instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> TCEA Registration and Conference - State Compensatory Education - \$6,000</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 2:** Create and sustain a safe and supportive learning environment.

**Performance Objective 1:** Implement a behavior intervention program and support systems at Bell's Hill to ensure equity and student success.

**Evaluation Data Sources:** Student Discipline Records, Climate Surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create and implement a Positive Behavior Support and Intervention plan using the Tiered Fidelity Inventory (TFI).  <b>Strategy's Expected Result/Impact:</b> Bell's Hill will have an up-to-date action plan tied directly to the TFI  <b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement PBIS campus-wide, utilizing Safe and Civil Schools training, and continue Conscious Discipline PreK-2.  <b>Strategy's Expected Result/Impact:</b> Number of referrals will decrease by 10%  <b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Enforce the district policy to address any threats of bullying.  <b>Strategy's Expected Result/Impact:</b> Students and parents will feel safe reporting bullying concerns to campus administration or by utilizing the Stop-It platform; bullying investigations will be completed according to district guidelines  <b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Explore and create strategies and activities that incorporate student voice while increasing depth of student knowledge and skills regarding diversity, inclusion, and anti-bias based on the No Place for Hate process.  <b>Strategy's Expected Result/Impact:</b> Opportunities to empower students to seek solutions and encourage positive behaviors  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use behavior paraprofessionals to implement social stories and behavior supports to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Branching Minds, Connections, Behavior Plans and classroom documentation will reflect an overall improvement in student behavior</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p> <p><b>Funding Sources:</b> 2 Behavior Paraprofessionals - State Compensatory Education - \$58,952</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Model social-emotional health (SEH) practices at professional development sessions for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff members will develop and implement deeper understanding of signature SEH practices and how to use them with other professionals and for students</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide appropriate information to students about suicide prevention, conflict resolution, bullying, drug use, and violence prevention through speakers and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to discuss what they learned at presentations; GREAT program participation</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Support teachers and staff in implementing tiered behavioral intervention programs and behavior support plans through training, coaching, consultation, and technology tools.</p> <p><b>Strategy's Expected Result/Impact:</b> All students in need of behavior supports will have an active plan in the RTI/MTSS System; evidence will include accurately tiered students with active behavior plans in Branching Minds, up-to-date progress monitoring, and teacher/staff notes</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, SAIL Teacher, Instructional Specialists</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Ensure campus administrators are trained on the implementation of threat assessment teams and implement a team to identify students who pose potential threats and mitigate risks to campus safety while assisting the student.</p> <p><b>Strategy's Expected Result/Impact:</b> Identified students will be provided with needed assistance using the Texas School Safety Center as a resource</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>





Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide a coherent system of supports for behavior within a multi-tiered instructional system which develops teacher capacity and provides instruction to students to improve behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Culture of support for students and increased knowledge and skills in effective strategies for redirecting student misbehavior</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Implement Emergent Tree's Solid Roots program to address TIER III behavioral and social-emotional needs of students in the Social Adaptive and Interpersonal Learning (SAIL) classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Support teachers and paraprofessionals in the implementation of Solid Roots to decrease inappropriate student behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, SAIL Teacher</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Implement strategies learned in CASEL training to further meet the social and emotional needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Empower students to seek solutions and encourage positive behaviors through guidance lessons</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Align programs and processes to support high student achievement through the development of highly qualified teachers, improved teacher recruitment, greater teacher retention, and increased teacher satisfaction.

**Performance Objective 1:** Implement strategies to support teachers and staff.

**Evaluation Data Sources:** Bell's Hill Campus Roster, Teacher Satisfaction Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> First year teachers will be assigned a mentor through Waco ISD SUCCEED program.  <b>Strategy's Expected Result/Impact:</b> First year teachers are supported in such a way that they return to teach at Bell's Hill Elementary  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers new to the campus will be assigned a buddy to help familiarize them with campus procedures.  <b>Strategy's Expected Result/Impact:</b> New teachers will have a successful year and will remain at Bell's Hill Elementary  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize the Peer Coaching program to support teachers with behavior management in the classroom.  <b>Strategy's Expected Result/Impact:</b> Peer Coaches will provide behavior management support to their teaching peers  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide a meet-and-greet for teachers new to Bell's Hill that will help them become acclimated to the campus.  <b>Strategy's Expected Result/Impact:</b> New teachers will have a successful year and will remain at Bell's Hill Elementary  <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Analyze current teacher appreciation activities for effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> Recommendations for more effective and cost-efficient teacher appreciation activities will be identified</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, School Climate Committee</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Conduct periodic surveys to gather teacher input on procedures and practices and a final end-of-year survey of overall satisfaction and suggestions for change.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a voice in procedures and practices throughout the campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** Align programs and processes to support high student achievement through the development of highly qualified teachers, improved teacher recruitment, greater teacher retention, and increased teacher satisfaction.

**Performance Objective 2:** Develop and implement a professional development plan to support increased student achievement and teacher growth.

**Evaluation Data Sources:** T-TESS Results, Professional Development Plan, Sign-In Sheets, TIA Correlation Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Action Coaching to increase the effectiveness of observation and feedback.  <b>Strategy's Expected Result/Impact:</b> Observation &amp; feedback schedules and coaching scripts using the "See it, Name it, Do it" coaching protocols to increase effectiveness of feedback given to teachers, Observation and feedback tracker shows improved teacher practices  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement year three of a three-year literacy plan to deepen teacher knowledge and skills in effective literacy instruction.  <b>Strategy's Expected Result/Impact:</b> Teachers will implement the Comprehensive Literacy plan and students will show a one-year growth in reading  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure 100% of K-3 teachers and campus leadership have completed or are currently participating in the Reading Academies prior to the start of the 2022.2023 school year.  <b>Strategy's Expected Result/Impact:</b> Teachers and administrators have increased knowledge and skills in the science of reading instruction to improve teaching and learning in the area of literacy  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement professional development focuses on lesson planning, processes and protocols.  <b>Strategy's Expected Result/Impact:</b> Create aligned lesson plans that include precise objectives, aligned formative checks, and reteach plans to support effective Tier I instruction  <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>







Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide professional development schedule for ESL certification training sessions hosted by the district for teachers needing ESL certification. <b>Strategy's Expected Result/Impact:</b> All classroom teachers will be ESL certified <b>Staff Responsible for Monitoring:</b> Principal, LPAC Chair	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Implement the Teacher Incentive Allotment (TIA) project plan to support the effective implementation of T-TESS. <b>Strategy's Expected Result/Impact:</b> Congruence between student growth and teacher performance <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Build the capacity of all employees to support campus goals.

**Performance Objective 1:** Develop Bell's Hill Elementary's faculty and staff capacity to serve student needs while working as a team to advance the goals of the campus.

**Evaluation Data Sources:** Student Achievement Data, A-F Ratings, TAPR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participate in training to understand the A-F Accountability System and set campus goals for improvement. <b>Strategy's Expected Result/Impact:</b> Staff will have a clear understanding of the state accountability system <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct training for teachers on the A-F rating system and share goals set during the administrator training. <b>Strategy's Expected Result/Impact:</b> Teachers will understand the components of the accountability system and know the goals of the campus to improve overall rating <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Campus leaders attend training and implement strategies learned about the Action Coaching process. <b>Strategy's Expected Result/Impact:</b> Increase number of observations and feedback resulting in improved Tier I instruction <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Plan and implement professional development focused on Data-Driven Instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will utilize know and show charts to create content-aligned lesson plans <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Conduct training on understanding the TELPAS testing system and instructional strategies teachers can use to familiarize students with TELPAS test taking strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Use data to develop interventions for applicable students and identify strategies to support successful TELPAS testing</p> <p><b>Staff Responsible for Monitoring:</b> Principal, LPAC Chair, Classroom Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide training and support so that 100% of classroom teachers will be ESL or bilingual certified.</p> <p><b>Strategy's Expected Result/Impact:</b> Students identified EL will receive needed linguistic supports in the classroom to improve their English language acquisition as measured on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Principal, LPAC Chair</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Goal 5:** Identify and implement strategies to increase student attendance and emphasize the importance of high school graduation.

**Performance Objective 1:** Increase average daily attendance for the Bell's Hill student population to 97% and focus attention on the importance of completing high school.

**Evaluation Data Sources:** ADA Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Communicate and celebrate each student's graduation year through the use of hallway banners.  <b>Strategy's Expected Result/Impact:</b> Develop common language and excitement about graduation  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize district PCL to make home visits to students who have 3 or more unexcused absences.  <b>Strategy's Expected Result/Impact:</b> Student average daily attendance will improve to 97%  <b>Staff Responsible for Monitoring:</b> PCL, PEIMS Clerk</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create and Implement an attendance review committee (ARC) to monitor attendance and develop intervention strategies to include personalized plans for students with excessive absences.  <b>Strategy's Expected Result/Impact:</b> Increase student attendance to 97% and have individual plans in place for students with excessive absences  <b>Staff Responsible for Monitoring:</b> Assistant Principal, PCL</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Recognize classes with an average of 97% attendance weekly and at the end of each 6 weeks. Throughout the school year, recognize individual students with regular attendance through the use of certificates, books, other instructional rewards and minimal nutritional snacks to emphasize the importance of staying in school and not dropping out.  <b>Strategy's Expected Result/Impact:</b> Student attendance will improve to 97%  <b>Staff Responsible for Monitoring:</b> Principal, Teachers</p> <p><b>Funding Sources:</b> Attendance Rewards (Apple Pencils, educational board games, pencils) - American Rescue Plan (ARP/ESSER III) - \$23,700</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide career education to assist students in developing knowledge and skills necessary for a broad range of career opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> After attending Career Day activities, students will have more knowledge about opportunities for their careers</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Work with UHS staff to schedule a date and time for current graduates who attended Bell's Hill in elementary school to visit the campus to walk the halls in their cap and gown.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will see what a graduate looks like and be excited to see what they have to look forward to as a graduate</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Photograph each kindergarten student at the end of the year in a cap and gown with a board showing their high school graduation year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know their high school graduation year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Kindergarten Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Host a college event in which teachers and staff wear shirts from their alma matter. Activities will be planned throughout the week to spotlight different colleges, specifically those around the Waco area.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become aware of colleges available to them that are close to home; students will set a goal to attend college</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Send 5th grade students to CCMS for a tour of the building and to learn about middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be excited about middle school and know what to expect for a successful transition</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 6:** Engage families and community members to support campus goals.

**Performance Objective 1:** Provide opportunities for parent and family engagement at Bell's Hill Elementary.

**Evaluation Data Sources:** Sign-In Sheets, Parent Involvement Calendar

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create and communicate newsletters and campus activities calendar with opportunities for family engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly family engagement opportunities that focus on academics/learning/student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct family or parent involvement activities (in-person and/or virtual) to include parents in their child's education that will result in higher academic achievement and attendance for the child. (e.g., Title I Parent Compact Review, Title I Parent Involvement Policy/Plan, Thanksgiving lunch, parent conferences, student-led conferences, grade level programs, Health Fair, end-of-year celebrations and student registration). Purchase supplies for notes/fliers inviting parents to meetings and student achievement celebrations, for printing monthly campus newsletters, for refreshments for events, and to provide a translator at meetings and/or for parent contact.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of students and their families will attend school events; strong marketing to encourage parents to be more involved in school events</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Parent Involvement Committee</p> <p><b>Funding Sources:</b> Translator and Supplies - Title I Parent Involvement - \$2,915</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Host parent involvement meetings throughout the year to discuss strategies to support student attendance and behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will provide input and ideas to support student attendance and behavior</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use SeeSaw to implement student-driven digital portfolios in the classroom and as a digital avenue to communicate student learning with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be able to use the application to see their child's digital portfolio of learning experiences which results in increased parent engagement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist of Technology, Classroom Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Engage community members in Career Day activities to provide students with information about their career and the education needed for their career.</p> <p><b>Strategy's Expected Result/Impact:</b> After attending Career Day activities, students will have more knowledge about opportunities for their careers</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			