Sanger Independent School District

Butterfield Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

The Mission of Butterfield Elementary School, 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 serves 1st - 5th grade students as a Title I campus. Butterfield Elementary student enrollment is 490 students in the 2025-2026.

Butterfield Elementary enrollment has had minimal enrollment shifts in our student demographic groups. As of the 2025 - 2026 school year, the campus demographics were: 58 % White, 32 % Hispanic, 3 % African American, 45 % Economically Disadvantaged, 14 % English Language Learners. 18 % SPED, 34 % At Risk.

Butterfield Elementary has 54 dedicated staff members constantly working to best meet the needs of our students.

The instructional staff breakdown: 41 instructional staff members which includes 2 administrators, 1 counselor, 2 Campus Student Interventionists, 25 grade level teachers, 5 SPED, 2 Specials, 1 Gifted and Talented, 2 Dyslexia, 1 nurse.

Demographics Strengths

Butterfield Elementary is proud to enhance our English Language Learners' experience through the ESL certification of our teachers.

Our stability in student population allows us to build strong, lasting relationships with our students and their families, fostering a sense of community. Our dedicated teachers engage with students, addressing their unique learning styles and needs.

The strong culture on our campus is a testament to our collaborative staff, all working together to meet the needs of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Create awareness within our staff of our growing sub populations with our overall growth. Our overall enrollment is growing as is our At Risk and SPED. **Root Cause:** We currently have 143 students identified as At Risk and 151 served as SPED.

Student Achievement

Student Achievement Summary

The 2025 STAAR Testing results have shown a commendable positive trend across all academic areas.

While the majority of our students are meeting the State's expectations in the approach categories, it is evident that there is room for growth. To ensure that more students reach the Mastery status, we must focus on providing additional support and resources. This will involve targeted interventions and personalized learning strategies to help each student achieve their full potential.

Our commitment to academic excellence remains steadfast, and we will continue to strive for higher levels of achievement for all our students. In 2024, our efforts showed remarkable progress. In our Accountability Rating Report our students improved from a 78 scale score to a 90 scale score in closing learning gaps for students, our student improved from a 71 scale score to and 82 scale score in Academic Growth. Our campus earned 3 Distinctions Designations: Academic Achievement in Science, Postsecondary Readiness, Top 25 Comparative Closing the Gaps. This highlights our ability to adapt and implement effective strategies that directly impact student learning outcomes.

As we look forward to the 2025 school year, we are optimistic about continuing our trajectory of growth. Our goal is to sustain at least a 5% increase in student achievement, building on the successes of previous years. We will continue to employ data-driven approaches, innovative teaching methods, and targeted interventions to support our students' academic progress.

Student Achievement Strengths

Butterfield Elementary conducted beginning, middle and end of the year diagnostic assessment using IXL to capture data in order to make informed decision and tailor our educational strategies to effectively meet the diverse need of our students. Grade Level teachers and campus administration Data Walk after each Unit/Module assessment, the data is used to drive Tribe Time and individualize interventions.

Problem Statements Identifying Student Achievement Needs

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: 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 staff of Butterfield Elementary continuously works to foster a positive culture, making strong relationships with our students and fellow staff members. Together, we are committed to meeting the needs of our students through effective communication, teamwork, and teaching, all while nurturing a strong sense of family.

School Culture and Climate Strengths

Butterfield Elementary's open and constant communication, along with collaborative staff planning, truly enhances our ability to meet the needs of our students.

Our positive school climate fosters a supportive, inclusive, and engaging environment where everyone—students, teachers, and staff—feels valued, respected, and safe. This atmosphere, characterized by strong relationships and clear expectations, contributes to improved academic performance, student well-being, and overall school success.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: : 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. **Root Cause:** Teachers learning new curriculums and always continuing to work to create a growth mindset in our staff regarding their own professional growth.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Butterfield Elementary works to build a sense of community in order to retain strong staff. This past school year we retained all but one teacher.

To support the integration and development of new staff members, Sanger ISD has implemented a new Teacher Tribe Academy. This program takes place two days before the returning staff reports to campus and is designed to onboard new staff effectively. Additionally, new staff members are paired with mentors on their home campus, providing them with guidance and support as they transition into their new roles. This mentorship program is a testament to our commitment to fostering a supportive and collaborative professional community.

In an effort to remain competitive with neighboring small districts, Sanger ISD has made strides in increasing our pay scale. While our pay scale is still below that of larger nearby districts with more industry due to our tax base, we are committed to offering competitive compensation to attract and retain high-quality educators. This ongoing effort reflects our dedication to maintaining a strong and capable staff, which is essential for the continued success of our students and school community.

Staff Quality, Recruitment, and Retention Strengths

Butterfield staff is dedicated to creating a "tribe" environment, where all staff feel valued. We understand the importance of strong professional development, school leadership, workload, and the overall school climate lead to strong retention rates. Our strategies to improve retention focus on creating supportive environments, and providing mentorship to retain experienced and engaged educators.

We work hard to create an environment where everyone supports each other and steps up. Our mentor teachers work with new staff weekly, and our teams are committed to supporting them as they learn their roles.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers leaving the field of education.
Root Cause: Demands and legislation from the state level make it difficult for educators.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Butterfield Elementary adheres to the curriculum and guidelines set forth by Sanger ISD, utilizing the HMH curriculum for Science and RLA, along with the Bluebonnet curriculum for Math. We are committed to following the expectations outlined in the Road to Success.

Curriculum, Instruction, and Assessment Strengths

Our built-in intervention time, known as Tribe Time, focuses on meeting the academic needs of all students. This dedicated time enriches high-achieving students while also providing support for those who are struggling, fulfilling the requirements of House Bill 1416.

Additionally, we collaborate with district elementary campuses to ensure consistent instruction, create common unit assessments, and maintain vertical alignment across grade levels. To monitor progress, Butterfield employs both TPRI (Reading only for 1st and 2nd) and IXL diagnostics three times a year for Reading and Math. We also utilize STAAR benchmarks, unit assessments, and TEKS Checks to track and practice state TEKS and standards.

Our weekly Tribal Talks (PLC) provide an excellent opportunity for teachers to collaborate on instruction and track student growth effectively.

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.

Family and Community Engagement

Family and Community Engagement Summary

Butterfield staff understands that family and community engagement is the foundation of student success. When families, schools, and community members come together in a spirit of trust and collaboration, amazing things happen—for our students, our teachers, and our entire school community.

Family and community engagement is more than just attending events—it's about building strong, lasting partnerships that support every child's academic and social-emotional development. These connections lead to higher achievement, stronger emotional skills, and increased graduation rates.

Family and Community Engagement Strengths

We are proud to offer a variety of opportunities for families to be involved throughout the year, including:

Family events in the evening:

- Family Literacy Night

- PTO Carnival

- Math & Science Night

- Art Walk

- Grade-level music programs

Family events during the school day:

- Class parties

- Grandparents Parade

- Awards

- 5th Grade Walk

- Field Day

- PTO Holiday Shop

- 1st Grade Reading Restaurant

- 4th Grade Living Museum

Family/Parent Survey - created and sent out each 9 Weeks.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parental engagement and knowledge of events on campus must grow, our campus has created limited number (3) of 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 Organization

School Organization Summary

Butterfield places a high priority on building strong, meaningful relationships with our students and their families. We believe that when students feel connected, supported, and valued, they thrive—not only academically, but socially and emotionally as well.

A key part of this commitment is that all of our staff are trained in Conscious Discipline, a research-backed approach that emphasizes relationship building and the creation of a positive, supportive school climate. This program guides how we interact with students, how we build trust, and how we create a sense of safety and belonging for everyone on campus.

We know that relationships are essential to student achievement. That's why we focus on creating a structured, consistent environment where expectations are clearly taught and reinforced. This approach helps students understand boundaries, develop self-regulation skills, and grow into confident, capable individuals.

Our goal is for every student to feel like a valued member of their classroom and school community. Through intentional relationship building and a focus on positive behavior support, we empower students to take ownership of their learning and actively contribute to a respectful and engaged school culture.

When students feel seen, supported, and safe—they succeed. And we're proud to be walking that journey with them, every day.

School Organization Strengths

At Butterfield Elementary, we are proud to foster a welcoming and supportive environment where parents feel confident and comfortable engaging with our staff. We believe that strong, open communication between families and educators is the cornerstone of a thriving school community.

Our focus on building positive, trusting relationships with families creates a school culture rooted in mutual respect. This collaboration supports student growth and reinforces our shared commitment to success.

Parents consistently express confidence in our teachers' dedication to setting high academic expectations for all students. These shared goals help ensure that every child is challenged, supported, and celebrated in their learning journey.

By working together, we strengthen our school's organization and create a unified approach to student achievement—because when families and educators partner with purpose, every student benefits.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Not able to obtain valid feedback and data from staff and parents.
Root Cause: Small percentage of staff and parents completing the Nine Week Surveys.

Technology

Technology Summary

At Butterfield Elementary, we understand the powerful role that technology plays in shaping today's educational landscape. That's why we are committed to integrating technology into every aspect of teaching and learning—creating dynamic, engaging experiences that meet the diverse needs of our students.

Our educators are not only encouraged but fully supported in using technology as a tool to enhance instruction, boost engagement, and improve learning outcomes. With access to devices like iPads, MacBooks, Apple TV, and a wide range of educational apps, our classrooms are equipped for interactive, student-centered learning every day.

We're proud to offer a one-to-one iPad program, ensuring that every student has their own device. This allows for personalized learning opportunities, giving each student the ability to learn at their own pace and in a way that best suits their individual needs.

Technology learning doesn't stop in the classroom. Through our Computer class offered in Specials, students explore essential tech skills and digital literacy—preparing them for future academic challenges and professional success.

To support seamless access to curriculum content, we also use ClassLink, a powerful platform that connects students to all their digital learning resources in one place. It's just one more way we're making learning accessible, efficient, and effective.

Technology Strengths

At Butterfield, we place a strong emphasis on proficiency in campus-level technology for both students and staff. Our goal is to create a learning environment that is not only efficient and engaging but also prepares students for the demands of an increasingly digital world.

Each classroom is equipped with Apple TVs, and we proudly maintain a 1:1 iPad program within the classroom.

Our Technology Strengths Include:

- DMAC – Used for comprehensive data analysis and student assessment reporting

- Ascender – A student portal that allows students to monitor grades and academic progress

- ParentSquare – A powerful platform for student data analytics and real-time communication with families

- ClassLink – Provides single sign-on access to all educational applications and resources

To ensure smooth and effective use of these tools, we also offer dedicated Help Desk Support, available to assist students and staff with any technology-related needs.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Goal 1: By the end of the 2025-2026 school year, Butterfield Elementary will increase the percentage of students reaching meets or mastery on on the RLA STAAR assessment by 5%. BES will focus on supporting student growth through targeted instructional intervention, data-driven progress monitoring, and professional development focused RLA instruction.

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

High Priority

HB3 Goal

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: Assess students at BOY/MOY/EOY along with on-going data from IXL, unit assessments, benchmarks, STAAR 2.0 questions, TPRI. Use the data in data walks as guides and ways to target specific skills for individual student and to direct teaching/reteaching, Tribe Time groups and instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase 5% on STAAR RLA 3rd grade-5th grade 90% of all 1st-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 teacher **Title I:** 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase 5% on STAAR RLA 3rd grade-5th grade 90% of all 1st-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:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase 5% on STAAR RLA 3rd grade-5th grade **Staff Responsible for Monitoring:** Principal, Grade Level Teachers **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

No Progress   Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 2: By the end of the 2025-2026 school year, Butterfield Elementary will increase the percentage of students reaching meets or mastery on on the Math STAAR assessment by 5%. BES will focus on supporting student growth through targeted instructional intervention, data-driven progress monitoring, and professional development focused Math instruction.

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

High Priority

HB3 Goal

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: Assess students at BOY/MOY/EOY along with on-going data from IXL, unit assessments, benchmarks, STAAR 2.0 questions, TPRI. Use the data in data walks as guides and ways to target specific skills for individual student and to direct teaching/reteaching, Tribe Time groups and instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase 5% on STAAR Math 3rd grade-5th grade 90% of all 1st-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:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase 5% on STAAR Math 3rd grade-5th grade 90% of all 1st-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:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase 5% on STAAR RLA 3rd grade-5th grade **Staff Responsible for Monitoring:** Principal, Grade Level Teacher **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: On-going training (provided by Region 11 and campus/district administration) for all 1st-5th Math teachers focused directly on Bluebonnet. On-going training (provided by Region 11) for Principal and Assistant Principal.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase 5% on STAAR RLA 3rd grade-5th grade **Staff Responsible for Monitoring:** Principal, AP, Grade Level Teachers, SPED **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Goal 3: Butterfield Elementary will cultivate a positive school culture by implementing a campus plan focused on improving student fitness, attendance, and academic outcomes promoting balanced nutrition, daily physical activity, positive mental health, and lifelong wellness habits.

Performance Objective 1: Plan and implement steps/activities focused on promoting positive mental health, balanced nutrition, physical activity and lifelong wellness habits.

High Priority

Evaluation Data Sources: Increased attendance for students and staff.
Students and families attending fitness events and completing nutrition activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create healthy nutrition and fitness flyers to include in BES Family Weekly Newsletters - bi-weekly focus.	**Formative**		
Strategy's Expected Result/Impact: Family conversations and activities focused on building strong healthy habits. Improved attendance	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Nurse, PE Coach **Title I:** 2.531 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Create positive mental health flyers to include in BES Family Weekly Newsletters - bi-weekly focus.	**Formative**		
Strategy's Expected Result/Impact: Family conversations and activities focused on positive mental health. Students learning how to self regulate.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Counselor **Title I:** 2.532, 2.533 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Plan and implement Family Fitness Night at BES - Meet Ya At The Track! We will provide the families that attend with information about proper nutrition and strong mental health.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students and their families attending Meet Ya At The Track. **Staff Responsible for Monitoring:** Principal, Nurse, Counselor, PE Coach **Title I:** 2.531, 2.533 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Butterfield Elementary will cultivate a positive school culture by implementing a campus plan focused on improving student fitness, attendance, and academic outcomes promoting balanced nutrition, daily physical activity, positive mental health, and lifelong wellness habits.

Performance Objective 2: Provide a safe school environment for all students at staff at Butterfield Elementary.

High Priority

Evaluation Data Sources: Surveys - staff, parent, student

Strategy 1 Details	Formative Reviews		
Strategy 1: Follow SISD protocols when conducting bullying incidents and continue implementation of "StopIt", an anonymous reporting system or students to report unsafe or uncomfortable incidents including bullying.	**Formative**		
Strategy's Expected Result/Impact: Decrease bullying by 5% **Staff Responsible for Monitoring:** Campus Administration, School Counselor **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct SISD threat assessment when a threat is made to campus, student, or staff.	**Formative**		
Strategy's Expected Result/Impact: Maintain safety of all students and staff at Butterfield Elementary. **Staff Responsible for Monitoring:** Campus Administration, School Counselor **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct SISD suicide assessment when a student has made a suggestion or attempted to harm themselves.	Formative		
Strategy's Expected Result/Impact: Maintain safety of all students and staff at Butterfield Elementary.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Administration, School Counselor **Title I:** 2.531 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Daily door sweeps of entire building by Campus Officer. Campus Officer will maintain door sweeps logs.	Formative		
Strategy's Expected Result/Impact: Maintain the safety of all students and staff at Butterfield Elementary.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus SISD Officer Campus Administration **Title I:** 2.531 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

○ No Progress   ◯ Accomplished   ➔ Continue/Modify   ✖ Discontinue

Goal 3: Butterfield Elementary will cultivate a positive school culture by implementing a campus plan focused on improving student fitness, attendance, and academic outcomes promoting balanced nutrition, daily physical activity, positive mental health, and lifelong wellness habits.

Performance Objective 3: Create a safe and positive environment by teaching, promoting, and continued encouragement for positive students behavior.

High Priority

Evaluation Data Sources: Decrease in campus discipline by 5%.
Surveys completed by staff, parents, and students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of PBIS campus wide.	**Formative**		
Strategy's Expected Result/Impact: Decrease in student office referrals by 5 %. Increase in positive Shout Outs and positive office referrals.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: All staff **Title I:** 2.533 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Conscious Discipline campus wide.	**Formative**		
Strategy's Expected Result/Impact: Decrease in student office referrals by 5 %. Increase in positive Shout Outs and positive office referrals.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: All staff **Title I:** 2.533 **- ESF Levers:** Lever 3: Positive School Culture			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Butterfield Elementary will strengthen relationships with parents and the community by providing meaningful opportunities for engagement, communication, and collaboration to support student success.

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

High Priority

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: Provide constant communication with parent and community.	**Formative**		
Examples: Parent Square - daily and weekly by teacher and campus Social Media (Facebook) daily/weekly - at lease 4 positive Stories each week School website - daily/weekly Family Weekly Newsletter - delivered every Sunday @ 2:05pm PTO Meetings - monthly Meet The Teacher - August Grandparents Parade Family Literacy Night Math/Science Family Night Fall Carnival Parent Conferences - October and throughout the year as needed	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Parents and families attending school events. Positive feedback on Nine Week Family Surveys **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Web Master, All Staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Survey of Parents - End of each Nine Weeks surveys will be sent for parents to complete.	**Formative**		
Strategy's Expected Result/Impact: Use the data from the surveys to guide planning for future events, communication, and parent involvement activities.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Multiple Title 1 Meetings will be help to communicate with parents and invite input.	**Formative**		
Strategy's Expected Result/Impact: The school-parent compact will be revised to include parent input and feedback.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, AP **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: BES working hand in hand with BES PTO to provide opportunities for students.	**Formative**		
Strategy's Expected Result/Impact: Positive relationships with PTO and BES families. Increase parent and staff engagement in PTO.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

No Progress   Accomplished   Continue/Modify   Discontinue