Rockwall Independent School District

Billie Stevenson Elementary

2025-2026 Campus Improvement Plan

DRAFT

Mission Statement

At Billie Stevenson Elementary our mission is to provide a quality education for all learners in a safe and respectful environment in which every learner can achieve his or her potential.

Vision

At Billie Stevenson Elementary our vision is to create a family environment in which learners are leaders, believe in themselves, and achieve at their highest potential academically and socially.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics

African American: 19%

Hispanic: 20%

White: 48%

Asian: 7%

Two or More Races: 5%

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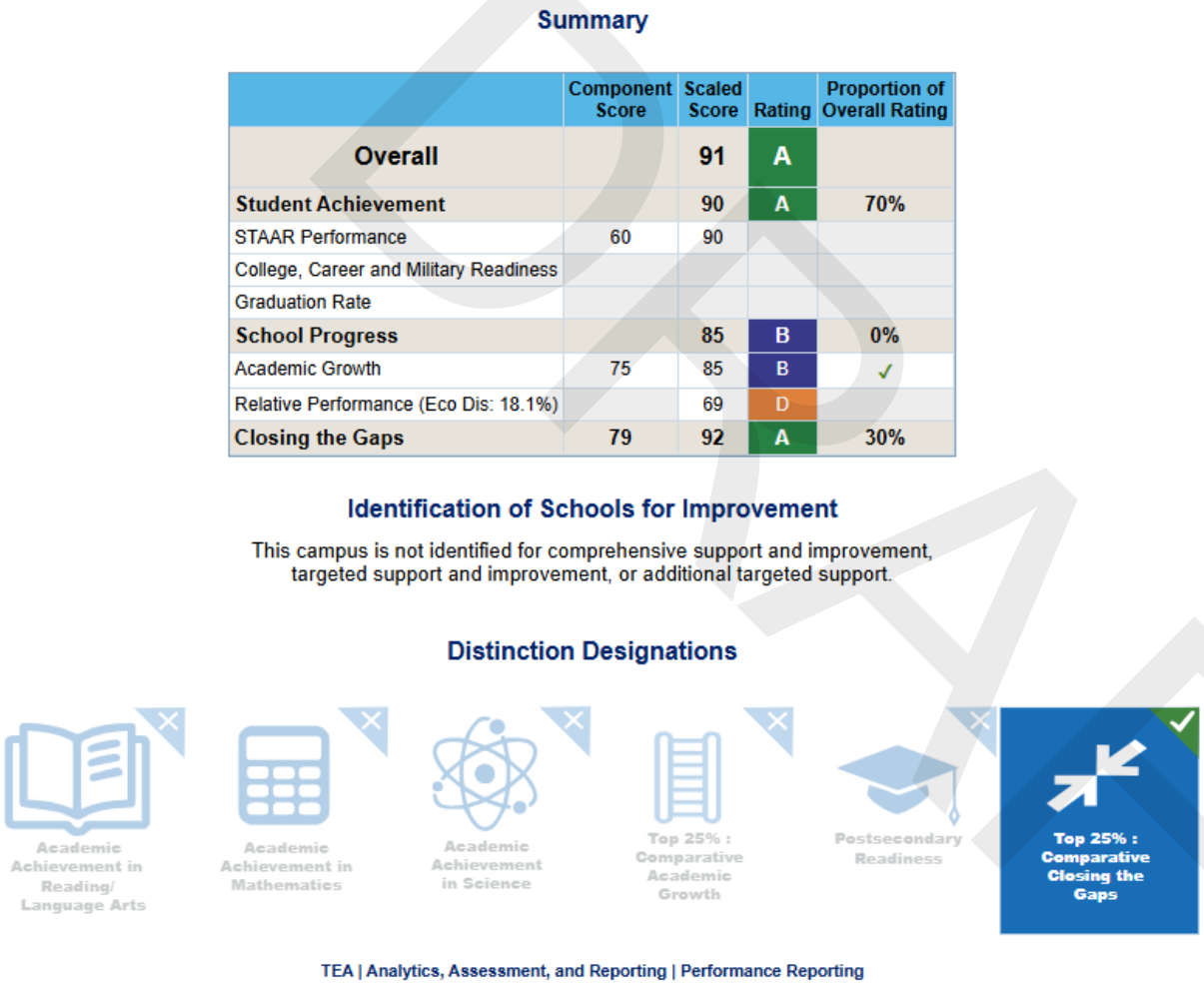
Student Achievement

Student Achievement Summary



Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**91**	**A**	
Student Achievement		90	A	70%
STAAR Performance	60	90		
College, Career and Military Readiness				
Graduation Rate				
School Progress		85	B	0%
Academic Growth	75	85	B	✓
Relative Performance (Eco Dis: 18.1%)		69	D	
Closing the Gaps	79	92	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Academic Achievement in Reading/ Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% : Comparative Academic Growth

Postsecondary Readiness

Top 25% : Comparative Closing the Gaps

TEA | Analytics, Assessment, and Reporting | Performance Reporting

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Overall Performance Details

Student Achievement

90 out of 100

2022-23 2023-24 2024-25

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.

Additional Details

School Progress

85 out of 100

2022-23 2023-24 2024-25

School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.

Additional Details

Closing the Gaps

92 out of 100

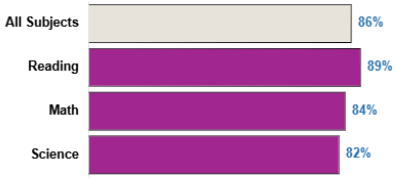
2022-23 2023-24 2024-25

Closing the Gaps tells us how well a school is ensuring that all student groups are successful.

Additional Details

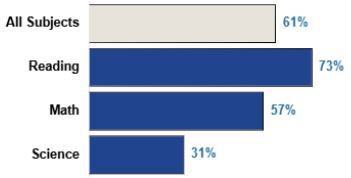
STAAR Performance Details

Percentage of Students Approaching Grade Level or Above



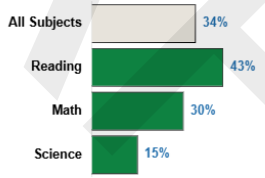
Subject	This School	District
All Subjects	86%	85%
Reading	89%	87%
Math	84%	82%
Science	82%	87%

Percentage of Students Meeting Grade Level or Above



Subject	This School	District
All Subjects	61%	65%
Reading	73%	71%
Math	57%	59%
Science	31%	63%

Percentage of Students Mastering Grade Level



Subject	This School	District
All Subjects	34%	33%
Reading	43%	35%
Math	30%	30%
Science	15%	29%

* Indicates results are masked due to small numbers to protect student confidentiality

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Student Achievement Strengths

- Billie Stevenson has built-in reading and math interventions during the school day to meet the needs of our students using district-approved resources.
- Students are assessed using district-determined screeners at the beginning, middle, and end of the school year to monitor growth and achievement.
- Teachers meet regularly in professional learning communities to align with the district curriculum and discuss student needs. They desegregate data frequently to determine re-teach and progress.
- The MTSS process is used to provide additional support for our Tier 2 and Tier 3 students.
- Billie Stevenson has two instructional coaches who support teachers and students in the classroom.

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School Culture and Climate

School Culture and Climate Summary

- Billie Stevenson has a school-wide PBIS model that reinforces positive behavior.
- We utilize the CHAMPS model, which involves creating procedures and then teaching those procedures.
- Our counselor conducts character lessons regularly to reinforce good citizenship within the school community.
- We follow the standard response protocol set forth by Rockwall ISD and conduct monthly drills.
- All visitors are required to show identification, go through our Raptor system, and wear a sticker identification while in the building.
- We partner with our PTA to bring high-interest activities to our campus to support the community.
- Our guidance counselor performs monthly guidance lessons and supports our students' well-being.
- We have several committees to support students and staff, each of which each teacher and staff member is a part of.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Information

Total number of full-time staff: 59

Total number of full-time teachers: 46

Number of students per teacher: 20

Teacher number years of experience:

0-1: 6%

1-5: 26%

6-10: 26%

11-20: 37%

21-30: 4%

Staff Quality, Recruitment, and Retention Strengths

- Our staff is highly qualified and serves in various leadership roles on campus.
- K-3rd-grade teachers and administrators are trained in Reading Academy through Region 10 per TEA requirements.
- All staff members participate in 30 hours of extended learning yearly when off-contract to increase their learning and ability.
- We participate in all district-wide hiring initiatives and attend all job fairs to recruit potential teachers and staff.
- We provide a monthly themed treat for teachers and staff to build staff morale.
- We recognize staff by celebrating their talents and pushing them to lead professional development to their peers.

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Rockwall ISD's curriculum and instruction department has worked with curriculum coordinators, instructional coaches, and teachers to create its own guaranteed and viable curriculum that is tightly aligned to the TEKS.
- Billie Stevenson has two instructional coaches on campus to assist teachers in the implementation of the curriculum.
- Administrators on campus were former instructional coaches before becoming administrators.
- We use a workshop model for both math and reading that provides small-group instruction for all students.
- We use both summative and formative assessments when assessing students and participate in data digs to determine the effectiveness of our instruction.
- Both administrators and instructional coaches are utilizing the coaching model from "Get Better Faster." Total of 12 teachers are currently in the coaching cycle.

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Family and Community Engagement

Family and Community Engagement Summary

- BSE has a PTA that is highly involved on the campus. They provide student activities, family activities, and support for teachers. They are a true partner with the campus.
- Our EB Coordinator communicates regularly with our EB families and hosts a multicultural night celebrating the diversity in our community.
- We host a basketball league after school that brings the community in to enjoy athletics with their student.
- We have open hours for parents to come eat lunch with their student, 4 days per week.

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School Organization

School Organization Summary

Current student organizations on campus:

- Student council
- Basketball
- Reading club
- Musical Minds
- Drama Kids

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Technology

Technology Summary

We are a one-to-one campus with Chromebook carts in every classroom. We have a part-time technology instructional coach that is on campus one day a week.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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

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- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

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Goals

Goal 1: Billie Stevenson Elementary School will provide an academically engaging environment that ensures consistent instructional practices to achieve and maintain high levels of growth for all students.

Performance Objective 1: By August 2026, Billie Stevenson Elementary will receive a score of 95% or higher in overall performance and will earn the following percentages in overall performance.

90% or higher on Approaches GL
70% or higher on Meets GL
45% or higher on Master's GL

High Priority

Evaluation Data Sources: TEA STAAR Accountability & Performance Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teams will analyze data from formative assessments, unit assessments, and universal screeners to make targeted and specific adjustments to their teaching and re-teaching. **Strategy's Expected Result/Impact:** Focus needs for students in small group instruction, identified students and which groups to place them in to optimize learning during intervention time. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administration. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: All teachers will attend MTSS meetings to set individual student goals and monitor progress during interventions. **Strategy's Expected Result/Impact:** Strategic and targeted intervention for students who are at risk. **Staff Responsible for Monitoring:** MTSS team including teachers, instructional coaches, counselor, and administration. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: All teachers will implement with fidelity the District Curriculum. **Strategy's Expected Result/Impact:** Increase in student achievement and growth. **Staff Responsible for Monitoring:** Teachers, instructional coaches, and administration. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Classroom teachers will collaborate with campus specialists, instructional coaches, and instructional technology specialists to support students. to include resource teachers, dyslexia teacher, SAGE teacher, ESL teacher, Library/Media Specialist, **Strategy's Expected Result/Impact:** Expected student progress based on individual goals. An increase in engagement **Staff Responsible for Monitoring:** Teachers and Administration **ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Teachers will be provided opportunities to collaborate with grade-level teams, vertical teams, campus PLCs, and district PLCs to address specific curricular and student needs. **Strategy's Expected Result/Impact:** Increase in student achievement and growth. **Staff Responsible for Monitoring:** Teachers, ICs, Administration, district curriculum coordinators **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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Strategy 6 Details	Reviews			
Strategy 6: Teachers are provided opportunities to observe other teachers.	Formative			Summative
Strategy's Expected Result/Impact: Increase teacher capacity and knowledge of best practices and procedures. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, and teachers. **ESF Levers:** Lever 5: Effective Instruction	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Campus instructional leaders and teachers will review data to track and monitor the growth of all students, including students with disabilities and English language learners among other groups.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student achievement and growth while providing opportunities for intervention and enrichment. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Teachers. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Dec	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: Provide academic enrichment opportunities during classroom instruction which incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded supports for high-performing students, gifted students, and other student groups.	Formative			Summative
Strategy's Expected Result/Impact: Increase in growth for all students and academic achievement. **Staff Responsible for Monitoring:** SAGE teacher, Administration, Instructional Coaches, and teachers. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Dec	Feb	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Utilize Instructional Coaches to increase classroom teachers' proficiency in utilizing high-quality instructional practices through a coaching model.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student achievement and growth. **Staff Responsible for Monitoring:** Teachers, administration, instructional coaches. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Dec	Feb	Apr	June

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Strategy 10 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10: Meet with the district assessment director to review school data, determine the highest need for the campus, and determine how to ensure growth. Use this time to develop a plan for the campus. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Administration, district assessment director, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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Goal 1: Billie Stevenson Elementary School will provide an academically engaging environment that ensures consistent instructional practices to achieve and maintain high levels of growth for all students.

Performance Objective 2: Billie Stevenson will increase the number of students earning "meets or Masters" on STAAR mathematics scores for grades 3-5.

High Priority

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teams will analyze data from common assessments, unit assessments, and universal screeners to make targeted instructional plans. **Strategy's Expected Result/Impact:** This will focus on small group instructional groups and individualized instruction during intervention. **Staff Responsible for Monitoring:** Teachers, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: All teachers will attend MTSS meetings in order to set individual student goals and monitor progress during intervention. **Strategy's Expected Result/Impact:** Strategic intervention individualized for students at risk **Staff Responsible for Monitoring:** MTSS Team including teachers and instructional coach, **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: All classrooms will implement RISD curriculum with fidelity, to ensure a guaranteed and viable curriculum. This includes utilizing Number Talks and following the district curriculum documents and pacing guide. **Strategy's Expected Result/Impact:** Tier 1 instruction will be strengthened campus-wide through using research based curriculum and instructional best practices. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: All K-5 math teachers will utilize the workshop model for math instruction. **Strategy's Expected Result/Impact:** Using the workshop model with fidelity, all students will receive targeted instruction and individual progress on objectives will be consistently monitored. Student engagement should increase as well. **Staff Responsible for Monitoring:** Teacher, Administrators, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Classroom teachers will collaborate with campus specialists including the resource teacher, dyslexia teacher, SAGE teacher, ESL teacher, library/media specialist, instructional coach, and instructional technology specialist to support students. **Strategy's Expected Result/Impact:** Collaboration with specialists will help ensure effective accommodations are utilized for students with special needs, and that students are making expected progress. It will also increase student engagement and provide challenging, high level instruction. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: PLCs will occur consistently and will focus on answering DuFour's four essential PLC questions. Teachers will collaborate with teammates, the IC, and administrators during PLCs. **Strategy's Expected Result/Impact:** During PLCs, teachers will analyze data and use information to drive instructional practices for all students. **Staff Responsible for Monitoring:** Instructional Coach, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: Teachers will communicate learning objectives by clearly posting them and discussing them with students before, during, and at the end of lessons. **Strategy's Expected Result/Impact:** Students and teachers will be more aware of the purpose of each lesson. Students should have an improved ability to set personal goals for learning. Lessons will be tightly aligned to state standards. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8: Teachers will regularly provide opportunities for student discourse and cooperative learning opportunities utilizing methods such as Kagan structures. **Strategy's Expected Result/Impact:** Overall student engagement and accountability for learning will increase through the regular utilization of Kagan structures for cooperative learning and student discourse. **Staff Responsible for Monitoring:** : Teachers, administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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Goal 1: Billie Stevenson Elementary School will provide an academically engaging environment that ensures consistent instructional practices to achieve and maintain high levels of growth for all students.

Performance Objective 3: Billie Stevenson Elementary will make at least one year's progress in reading between the beginning and end of the year as measured on MAP, mClass, DRA, and STAAR.

High Priority

Evaluation Data Sources: STAAR, mClass, DRA, MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers will apply effective literacy strategies to develop the skills needed to be successful in all content areas.	Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment. **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: In grades K-5, teachers will implement the reading and writing workshop model of instruction.	Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment. **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coaches. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Dec	Feb	Apr	June

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Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Teachers will provide differentiation strategies, small group instruction, one-on-one instruction, independent reading, and writing, in order to empower students to make meaningful and relevant connections to their lives. **Strategy's Expected Result/Impact:** Increase student achievement and growth while providing opportunities for intervention and enrichment. **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coaches. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps in reading and writing or who lack key foundational skills and provide them with timely interventions throughout the year. **Strategy's Expected Result/Impact:** Identify all students not mastering ELAR TEKS objectives and provide appropriate individualized intervention plans for each student. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Team Leaders, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Campus instructional leaders and staff will review disaggregated reading and writing data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups to determine the root cause as to why students may not have learned the concept, and create plans to reteach reading and writing. **Strategy's Expected Result/Impact:** Increase student achievement and growth while providing opportunities for intervention and enrichment. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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Goal 1: Billie Stevenson Elementary School will provide an academically engaging environment that ensures consistent instructional practices to achieve and maintain high levels of growth for all students.

Performance Objective 4: Increase the number of students in kindergarten- 2nd grade who meet or exceed grade-level standards on district screeners to at least 90%.

Evaluation Data Sources: mCLASS, DRA, district screeners

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teams will analyze data from a variety of classroom assessments and universal screeners to make targeted instructional plans. **Strategy's Expected Result/Impact:** This will focus on small group instructional groups and individualized instruction during intervention **Staff Responsible for Monitoring:** Teachers, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: All teachers will attend MTSS meetings to set individual student goals and monitor progress during intervention. **Strategy's Expected Result/Impact:** : Strategic intervention individualized for students at risk **Staff Responsible for Monitoring:** MTSS Team including teachers and instructional coach, **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Classroom teachers will collaborate with campus specialists including the resource teacher, dyslexia teacher, SAGE teacher, ESL teacher, library/media specialist, instructional coach, and instructional technology specialist to support students. **Strategy's Expected Result/Impact:** Collaboration with specialists will help ensure effective accommodations are utilized for students with special needs, and that students are making expected progress. It will also increase student engagement and provide challenging, high-level instruction. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: All classrooms will implement RISD curriculum with fidelity to ensure a guaranteed and viable curriculum. This includes utilizing the workshop model in reading/language arts and math for rigorous Tier 1 instruction. **Strategy's Expected Result/Impact:** Tier 1 instruction will be strengthened campus-wide using research-based curriculum and instructional best practices. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: K-2 teachers will utilize the workshop model with small group instruction time daily in reading, writing, and math. **Strategy's Expected Result/Impact:** By using the workshop model with fidelity, all students will receive targeted instruction and individual progress on objectives will be consistently monitored. Student engagement should increase as well. **Staff Responsible for Monitoring:** Teacher, Administrators, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

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Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: PLCs will occur consistently and will focus on answering DuFour's four essential PLC questions. Teachers will collaborate with teammates, the IC, and administrators during PLCs. **Strategy's Expected Result/Impact:** During PLCs, teachers will analyze data and use information to drive instructional practices for all students. **Staff Responsible for Monitoring:** Instructional Coach, Administrators **ESF Levers:** Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7: Teachers will communicate learning objectives by clearly posting them and discussing them with students before, during, and at the end of lessons. **Strategy's Expected Result/Impact:** Students and teachers will be more aware of the purpose of each lesson. Students should have an improved ability to set personal goals for learning. Lessons will be tightly aligned to the state standards. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8: Teachers will regularly provide opportunities for student discourse and cooperative learning opportunities utilizing strategies such as Kagan structures. **Strategy's Expected Result/Impact:** Overall student engagement and accountability for learning will increase through regular utilization of Kagan structures for cooperative learning and student discourse. **Staff Responsible for Monitoring:** Teachers, administrators				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: Billie Stevenson Elementary School will provide an academically engaging environment that ensures consistent instructional practices to achieve and maintain high levels of growth for all students.

Performance Objective 5: All teachers will improve the quality and relevance of their instruction and increase student learning by effectively integrating technology into the curriculum.

Evaluation Data Sources: Lesson plans, walk-throughs, data walks

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teachers will design lessons using Chromebooks and Interactive Televisions as appropriate to grade levels. **Strategy's Expected Result/Impact:** Increased engagement **Staff Responsible for Monitoring:** ITs, ICs, Administrators, Teaching Staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Teachers will partner with campus instructional technology specialists to help determine appropriate support for current lessons. **Strategy's Expected Result/Impact:** Well-Rounded and Differentiated Education **Staff Responsible for Monitoring:** ITS, Principal, Grade Level Teams				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Utilize innovative instructional resources by integrating technology in all classrooms. **Strategy's Expected Result/Impact:** Well-rounded and Differentiated Education **Staff Responsible for Monitoring:** ITs, ICs, Administrators, Teaching Staff				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: Billie Stevenson Elementary School will provide an academically engaging environment that ensures consistent instructional practices to achieve and maintain high levels of growth for all students.

Performance Objective 6: Billie Stevenson Elementary will guarantee access for all students to a College and Career Readiness program.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Students and staff will increase college awareness by promoting College Week. **Strategy's Expected Result/Impact:** Increased college awareness **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers, and Support Staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Students will learn about a variety of careers and the type of higher education and/or college needed for different careers. **Strategy's Expected Result/Impact:** Students will understand different types of careers and the paths needed to choose the careers of interest. **Staff Responsible for Monitoring:** Staff				

No Progress Accomplished Continue/Modify Discontinue

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Goal 2: Billie Stevenson Elementary School will foster a safe, positive, and collaborative environment that ensures the well-being of all students.

Performance Objective 1: Billie Stevenson Elementary will implement Positive Behavioral Interventions and Supports (PBIS) to support students' well-being, both behaviorally and academically.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Professional development will be provided to all staff regarding the implementation of schoolwide positive behavioral interventions and supports. **Strategy's Expected Result/Impact:** Increased positive, predictable, and safe learning environments **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: The Safe and Civil School CHAMPS program will be implemented by teachers to improve classroom behavior, establish clear classroom behavior expectations, reduce misbehavior, and increase academic engagement. **Strategy's Expected Result/Impact:** Establish a vision for their classrooms Organize classrooms for student success Prepare for the first month of school Specify classroom behavioral expectations Motivate even the most uncooperative students Monitor and revise classroom behavioral plans Correct specific misbehavior All staff and students understand a system of rewards and consequences, including restorative practices. **Staff Responsible for Monitoring:** All Staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Schoolwide and classroom expectations (PBIS & CHAMPS) will be explicitly taught to all students. **Strategy's Expected Result/Impact:** Improved behavioral competence, academic success, and school climate **Staff Responsible for Monitoring:** All Staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: A school counseling guidance program will be implemented to develop the wellbeing of all learners. **Strategy's Expected Result/Impact:** Develop social skills and wellbeing of all learners. **Staff Responsible for Monitoring:** Counselor				

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Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Students and staff will be recognized for promoting respect, responsibility, safety, and teamwork **Strategy's Expected Result/Impact:** Discipline Reduction, Recognition of Expectations Positive Culture **Staff Responsible for Monitoring:** All Staff				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Actively and intentionally provide support to students, parents, and staff to recognize signs of bullying and initiate intervention strategies. **Strategy's Expected Result/Impact:** Schedule training, develop lesson plans **Staff Responsible for Monitoring:** Administrative staff, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 2: Billie Stevenson Elementary School will foster a safe, positive, and collaborative environment that ensures the well-being of all students.

Performance Objective 2: Billie Stevenson Elementary will maintain an attendance rate of 97.5% or above for all students and student groups.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Communication between teachers, administrators, counselor, and parents regarding students with chronic attendance and work habit issues. **Strategy's Expected Result/Impact:** Reduction in chronic absenteeism. **Staff Responsible for Monitoring:** Teacher, Assistant Principal, Principal, Attendance Clerk, Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Monitor Skyward attendance recording at 10:00 a.m **Strategy's Expected Result/Impact:** Staff awareness and compliance concerning accurate accounting of attendance. **Staff Responsible for Monitoring:** Attendance Clerk, Teacher, Assistant Principal, Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Utilization of data tracking software and systems to track attendance and the data is regularly reviewed to identify trends and adapt accordingly. **Strategy's Expected Result/Impact:** Increase of attendance **Staff Responsible for Monitoring:** Assistant Principal, Principal, Staff, Counselor				

No Progress Accomplished Continue/Modify Discontinue

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Goal 2: Billie Stevenson Elementary School will foster a safe, positive, and collaborative environment that ensures the well-being of all students.

Performance Objective 3: Billie Stevenson Elementary will build a partnership between home, school, and community to encourage involvement and foster all students' academic and overall success.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Involve parents, community, and school representatives in the decision-making process in order to design and implement a successful campus improvement plan. **Strategy's Expected Result/Impact:** Collaborative Decision Making **Staff Responsible for Monitoring:** Principal, Campus Improvement Committee Invites and Signatures				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Create an inclusive and welcoming environment to engage all families in critical aspects of student learning by providing opportunities for family and community involvement. e.g., Family nights, parent conferences, committee involvement, volunteer opportunities **Strategy's Expected Result/Impact:** Establish relationships and increase family involvement. **Staff Responsible for Monitoring:** Parent Teacher Organization, Teachers, Administrators, Parents				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Use a variety of methods to communicate frequently with families and the school community regarding important information and upcoming events. **Strategy's Expected Result/Impact:** Establish relationships and increase parent involvement. **Staff Responsible for Monitoring:** Teachers, administration, counselor, other staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Conduct parent conferences to communicate academic progress and provide suggestions to parents regarding how they can help support student learning at home. **Strategy's Expected Result/Impact:** Increase in parental involvement and knowledge. **Staff Responsible for Monitoring:** Teachers, Administrative team, counselor, parents				

 No Progress Accomplished Continue/Modify Discontinue

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Goal 3: Billie Stevenson will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities.

Performance Objective 1: Provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. Permit the use of recreational facilities in accordance with District policy.

Evaluation Data Sources: Campus Master Schedule, campus communications, collaboration with student clubs and child nutrition department, collaboration with Physical Education Teacher.

Strategy 1 Details	Reviews			
Strategy 1: Encourage at least 20 minutes of recess/brain breaks daily **Staff Responsible for Monitoring:** Campus Administrators, Classroom Teachers	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Implement before or after school physical activity programs **Staff Responsible for Monitoring:** Campus Administrators, Classroom Teachers	Formative			Summative
	Dec	Feb	Apr	June

 No Progress Accomplished Continue/Modify Discontinue

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State Compensatory

Budget for Billie Stevenson Elementary

Total SCE Funds: $11,000.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Comp Ed funds will be budgeted for students identified as needing targeted intervention in the areas of Math & Reading, by employing a Texas Certified Educator as an Interventionist ($30/hour)

Personnel for Billie Stevenson Elementary

Name	Position	FTE
To Be Determined	Interventionist	1

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