Birdville Independent School District

Foster Village Elementary

2026-2027 Initial Plan



Mission Statement

Preparing young minds to become productive members of society while providing a safe environment for growth and success today.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Foster Village Elementary serves a diverse student population of 410 students. The campus is primarily composed of White (38%) and Hispanic (37%) students, with smaller populations of Black students (12%), Asian students (8%), and those identifying as Two or More Races (5%). The school supports a range of student needs, including 24% in Special Education, 21% Emergent Bilingual, 6% with Dyslexia, 8% in the GATE program, and 3% receiving 504 services. Additionally, 62% of students are Economically Disadvantaged, and 62% are identified as At Risk, reflecting the challenges and opportunities within the school community. The average attendance for 2025-2026 was 95.6%.

Demographics Strengths

Foster Village Elementary's diverse student population is a key strength, with a mix of White, Hispanic, Black, and Asian students contributing to a culturally rich environment. The school is well-equipped to support a variety of student needs, including those in Special Education, Emergent Bilingual programs, and Dyslexia services. Additionally, the school's commitment to advanced learners is evident through its GATE program. The diversity and comprehensive support services create an inclusive and supportive learning environment, ensuring that all students have the opportunity to succeed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 20.57% in 2025/26. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement.
Root Cause: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.

Problem Statement 2 (Prioritized): Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 27% meeting grade-level standards in Reading/Language Arts and 41% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress.
Root Cause: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Problem Statement 3 (Prioritized): Campus attendance average is .4% below attendance target.
Root Cause: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.

Student Learning

Student Learning Summary

Academic Achievement:

Reading/Language Arts (RLA):

- **2026 Performance:** 63% of all students met the Grade Level (GL) standard, with the strongest performance in the Asian Group (93%) African American group (69%) and lower performance in Hispanic (56%) and High Focus (54%) group.

Mathematics:

- **2026 Performance:** 65% of all students met the GL standard, with the Asian group again performing strongly at 87%, and African American (71%) while the High Focus (57%) and Hispanic (56%) groups need additional support.

Academic Growth:

Reading/Language Arts (RLA):

- **2026 Growth:** 63% overall growth, with the Asian group achieving 93%, but Hispanic growth at 56% highlights the need for focused interventions.

Mathematics:

- **2026 Growth:** 65% overall growth, with exceptional gains in the Asian group (87%), though Hispanic growth at 56% shows room for improvement.

Student Learning Strengths

Foster Village Elementary showcases several key strengths in student learning. In Reading/Language Arts (RLA), 63% of all students met the Grade Level (GL) standard, with the Asian student group excelling at 93%, reflecting a strong foundation in literacy. Academic growth in RLA was also notable, with an overall growth rate of 64% and an impressive 80% growth in the Asian group, indicating the success of targeted instructional strategies. In Mathematics, 65% of students met the GL standard, with the Asian group again demonstrating strong performance at 87%. The school also achieved robust growth in Mathematics, with a 69% overall growth rate and an exceptional 88% growth in the Asian group, highlighting significant gains in mathematical proficiency. These strengths illustrate the effectiveness of the school's focus on academic growth and its ability to support high levels of achievement, particularly among the Asian student group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing reading gaps in grades third through fifth. Kinder reading is at 67%, 1st is 86% and 2nd is 61% Total % k-2nd is 71% Math- Kinder is 70%, 1st is 36% and 2nd is 44% Total is 50%
Root Cause: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Problem Statement 2 (Prioritized): Foster Village Elementary's Hispanic and High Focus student groups lag in academic performance compared to their peers. Only 56% of

Hispanic students met the Reading/Language Arts (RLA) Grade Level standard, and 56% met the Mathematics standard, highlighting significant achievement gaps.
Root Cause: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for Hispanic and High Focus students, necessitating more tailored interventions.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities (PLCs): Grade-level teachers at Foster Village Elementary convene weekly, while vertical teams meet every nine weeks to collaborate on strategies for enhancing student achievement. These meetings involve lesson planning, discussing instructional strategies, and analyzing data from screeners and common assessments. The focus is on developing comprehensive strategies to support all students. Continuous improvement strategies will be implemented within PLCs at FVE to regularly evaluate and adjust instructional practices based on student progress.

Response to Intervention (RTI): Academic screeners are used to evaluate student learning in reading and math at Foster Village Elementary. Collaborative groups analyze this data to tailor instruction for students needing additional support. Differentiated instruction is employed at Foster Village Elementary to address gaps in learning and meet the needs of all students.

Continuous Improvement (CI): At Foster Village Elementary School, the Continuous Improvement process emphasizes the ongoing enhancement of all campus operations. Student growth is monitored throughout the year, with regular meetings to assess progress. The PDSA (Plan-Do-Study-Act) cycle is applied in every classroom at FVE to develop and implement improvement strategies continuously.

Make Your Day: At Foster Village Elementary School, this self-regulation program focuses on social-emotional learning, reflection, discipline, and self-regulation. It aims to equip parents and schools with strategies to effectively reach and teach every child. The skills developed through Make Your Day at FVE are designed to have a lasting positive impact on students' lives and future generations.

School Processes & Programs Strengths

Our campus excels in fostering a collaborative and data-driven approach to student achievement through its Professional Learning Communities (PLCs) and Response to Intervention (RTI) processes. By engaging teachers in regular, structured meetings and employing comprehensive tools for instructional review, we ensure a continuous focus on effective teaching strategies and student progress. The integration of Continuous Improvement (CI) practices and Make Your Day further enhances our ability to adapt and refine our methods, ensuring that we address student needs comprehensively and support their long-term success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our campus has random variation in instructional delivery and student expectations.
Root Cause: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Perceptions

Perceptions Summary

At this time we have a very positive school climate. Staff treats one another as family and supports those in need. Parents and visitors to the campus comment on the positive school climate. This year our families are excited to get back on campus and participate in campus activities. The Parent Teacher Association is planning several events. The campus leadership team is working with a local church and business to develop a partnership to support students and staff. Last year, our school had a 10% teacher turnover rate. Teachers who left retired, left for another district, or decided to stay at home with kids. Over the past three years, Foster Village Elementary has maintained strong student attendance rates. The attendance rates were 93.94% for 2021-2022, 93.86% for 2022-2023, and improved to 94.58% for 2023-2024, 2025-2026 95.62%. This consistent performance demonstrates the school's dedication to fostering a supportive and engaging environment that encourages regular student attendance.

At our core, we believe we must prepare young minds to become productive members of society while providing a safe environment for growth and success today. We believe if we provide opportunities for students to grow and the individualized supports that are needed, every child will be successful.

Perceptions Strengths

We have a positive campus culture. Staff members look out for one another and support each other. A survey is sent out two times a year to collect data, reflect, and make an action plan to better support our culture. The safety surveys indicates that students feel secure at school, have a trusting relationship with at least one adult, and perceive the school environment as safe and respectful.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools.
Root Cause: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

Priority Problem Statements

Problem Statement 1: We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing reading gaps in grades third through fifth. Kinder reading is at 67%, 1st is 86% and 2nd is 61% Total % k-2nd is 71% Math- Kinder is 70%, 1st is 36% and 2nd is 44% Total is 50%

Root Cause 1: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our campus has random variation in instructional delivery and student expectations.

Root Cause 2: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools.

Root Cause 3: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Foster Village Elementary's Hispanic and High Focus student groups lag in academic performance compared to their peers. Only 56% of Hispanic students met the Reading/Language Arts (RLA) Grade Level standard, and 56% met the Mathematics standard, highlighting significant achievement gaps.

Root Cause 4: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for Hispanic and High Focus students, necessitating more tailored interventions.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 20.57% in 2025/26. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement.

Root Cause 5: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 27% meeting grade-level standards in Reading/Language Arts and 41% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress.

Root Cause 6: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Campus attendance average is .4% below attendance target.

Root Cause 7: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.

Problem Statement 7 Areas: Demographics

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

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

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2027 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: Elementary: Bluebonnet, CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments(mathematics, 1-5), TEA Interim's (grades 3-5 reading and mathematics)

Strategy 1 Details
Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level. **Actions:** a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plan. b) Provide technical, consulting, and coaching cycles for teachers as they implement the campus plan. c) Infuse literacy-focused discussions into weekly professional learning committee (PLC) meetings. d) Continue quarterly literacy events to promote reading. e) Collect process data to measure the degree of alignment and implementation of district initiatives. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, Leadership Team Members, Reading Vertical Team **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details

Strategy 2: Monitor student progress towards one year's worth of growth or more in reading and continue implementation of ongoing PDSA (Plan, Do, Study, Act) to improve instruction and student growth.

Actions: a) Teachers will evaluate student progress towards one year's worth of growth after each benchmark.
b) Utilizing the PDSA (plan, do, study, act) cycle, they will develop a plan to improve student learning.
c) Teachers utilize the District Formative Assessments each nine weeks.

Staff Responsible for Monitoring: Classroom Teachers
Interventionist
Administration

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Strategy 3 Details

Strategy 3: Implement literacy plan through established priorities for system-wide literacy practices.

Actions: a) Schedule monthly meetings with leadership team to grow literacy practices. goals and create list of Expectations for FVE classrooms.
b) Infuse literacy-focused discussions into monthly campus meetings.
c) Conduct campus walks for the purpose of monitoring and collecting artifacts to support literacy implementation (documented through specific walk-thru checklists, and following the campus monitoring guide.
d) Identify literacy priorities with leadership teams and model with specificity needed for quality implementation.

Staff Responsible for Monitoring: Campus
Administration
Team Leaders
LOL Team /
Instructional
Leads
Vertical Teams

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Strategy 4 Details
Strategy 4: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. **Actions:** a) Provide Title 1 Tutors to fill administer accelerated instructions and fill learning gaps. b) Provide research-based assessment tools for online learning. **Staff Responsible for Monitoring:** Administration Technology Department Instructional Facilitator Classroom Teachers

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details
Strategy 1: Provide opportunities to develop and train Special Education Teachers in district initiatives and curriculum. **Actions:** a) Provide time for Special Education teachers to plan and meet with classroom teachers. b) Utilize instructional facilitators to help mentor and train special education teachers to utilize district initiatives and curriculum. **Staff Responsible for Monitoring:** Resource Teacher Instructional Facilitator Administration District Special Education Department representatives **Targeted Support Strategy**

Strategy 2 Details
Strategy 2: Continue to refine and implement district comprehensive plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework. **Actions:** a) Continue to promote writing through campus wide writing share out. b) Identify and arrange so that students who would benefit from telescoping in Math have the opportunity. c) Provide ongoing professional learning, resources, and collaborative planning support to help teachers implement the district's comprehensive GT plan and design rigorous enrichment, extension, and problem-solving opportunities for gifted, talented, and advanced students beyond the core curriculum and advanced coursework. **Staff Responsible for Monitoring:** Principal School Secretary Librarian Librarian Educational Assistant Classroom Teachers **Additional Targeted Support Strategy**

Strategy 3 Details

Strategy 3: Utilize the results of the Response to Intervention task force to implement a multi-tiered system of support (MTSS) for identified students.

Actions: a) Continue to structure Intervention so that students are pulled during their small group time.
b) Provide additional intervention with Title I tutors for small group intervention for grades Kindergarten - Fifth grade.
c) Procure resources to fill gaps in student learning.
d) Deliver instruction on Conscious Discipline and other social and emotional strategies.
e) Provide ongoing training for all staff to build their capacity to implement MTSS.

Staff Responsible for Monitoring: Resource Teacher
Reading and Math Interventionist
Title I EAs
Tutors funded through Title I
ARD Committees
504 Committees
RTI Committees
Campus Administration
Leadership Team
Team Leads

ESF Levers:
Lever 5: Instructional Leadership and Capacity Building
- **Additional Targeted Support Strategy**

Strategy 4 Details

Strategy 4: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the plan, do, study, act (PDSA) process and progress monitoring using electronic or paper data folders in the classroom.

Actions: a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support.
b) Monitor the plan, do, study, act (PDSA) development process through professional learning committees to ensure alignment to district expectation
c) Collect evidence of successful use of continuous improvement. Share these through weekly staff communication.
d) Create and deliver a set of best practices for new-to-district teachers and teachers through faculty meetings and OPL-Optional Professional Learning.
e) Support use of curriculum and instruction by modeling use as a campus administration

Staff Responsible for Monitoring: Campus
Administration,
Team Leaders,
Leadership Team
Instructional Facilitator

Strategy 5 Details
Strategy 5: Provide multiple opportunities for parents and the community to be engaged in the educational process. **Actions:** a) Hold an annual Title 1 meeting to further explain the programs and services offered to FVE students. b) Develop and distribute a Family and Parent Engagement Policy. c) Develop, distribute and review the Parent School Compact. d) Invite families to join the parent teacher association (PTA). e) Hold school community evening events to engage families. **Staff Responsible for Monitoring:** Principal

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: District Survey
District Overcoming Obstacles Curriculum
Overcoming Obstacles Curriculum
CORE Value Curriculum and Celebrations

Strategy 1 Details
Strategy 1: Implement Make Your Day classroom management throughout the campus. **Actions:** a) Beginning Implementation plan for Make Your Day b) Provide ongoing professional learning to all stakeholders on the Make Your Day program c) Identify Make Your Day champions to model classrooms using Make Your Day strategies. d) Continue to partner with Birdville Elementary to support learning opportunities online and in person. e) Collect data on intervention effectiveness. f) Conduct nine week celebrations recognizing students who exemplify SEL behaviors. g) Utilize Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor All Classroom Teachers Administration

Strategy 2 Details
Strategy 2: Increase socially appropriate behaviors by teaching replacement behaviors and generalizing those across settings.. **Actions:** a) Implement evidence based strategies and interventions for managing behaviors. b) Implement individual behavior charts for students on a behavior tier. c) Provide items for students to purchase using their points. **Staff Responsible for Monitoring:** Behavior Specialist Campus Administration

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Evaluation Data Sources: RtI and ABC Meeting minutes and individual student paperwork.

Strategy 1 Details
Strategy 1: Monitor the fidelity of implementation of the behavioral Response to Intervention plan. **Actions:** a) Provide training on the district behavior Response to Intervention plan. b) Identify needed support systems within the campus and educate faculty and staff on best use of such supports. c) Provide clear expectations and modeling of Behavior and Relationship Management system on campus. d) Communicate the Social Emotional Skills and establish a system for regular integration of these key beliefs e) Generate and display positive well-being "propaganda" throughout the school to encourage positive choices and overall school community building. f) Conduct ABC Team meetings each nine weeks to review student progress on Behavior Tier 2 and 3 and make needed adjustments to support offered for those students/ teachers/classroom. **Staff Responsible for Monitoring:** Assistant Principal Instructional Facilitator Classroom Teachers

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Focus and ODS

Strategy 1 Details
Strategy 1: Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Design and implement improvement plan strategies to increase staff and student attendance. b) Monitor student attendance and review progress with Campus Leadership Team on a nine weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance. d) Utilize funding from district to provide incentives to improve student attendance. e) Track student attendance and update staff and students in regards to progress on a quarterly basis. **Staff Responsible for Monitoring:** Classroom Teachers Faculty Student Celebration Committee Students Campus Administration

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in all areas.

Evaluation Data Sources: Use continuous improvement to identify and improve operations and outcomes in every aspect of campus.

Strategy 1 Details
Strategy 1: Develop and deploy continuous improvement processes at the campus level. **Actions:** a) Establish grade level/team, and personal SMART goals to improve overall academic performance in at least one subject area. b) Monitor SMART goal progress throughout the year by utilizing the PDSA tool and meeting at least beginning of year, middle of year, and end of year to look at data. c) Monitor the use of data folders for all students to aid in individual data tracking. d) Model use of plan, do, study, act (PDSAs) by evaluating effectiveness of campus expectations. **Staff Responsible for Monitoring:** Classroom Teachers Students Campus Administration Instructional Facilitator

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: District and Campus Surveys

Strategy 1 Details
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being. c) Develop procedures for teachers, students, and parents to follow in any type of campus emergency situation. d) Use campus and crisis counselor to work with teachers and administrators to identify and address safety and social emotional concerns. e) Conduct safety meetings with Campus Leadership members to evaluate and problem solve campus safety concerns. f) Conduct safety audits to identify security issues on campus. g) Identify potential school and safety threats using survey data for continuous improvement. h) Staff members will have identifiable and identical school shirts that designate they are school staff members. **Staff Responsible for Monitoring:** Assigned District Personnel Campus Administration Students Classroom Teachers

Strategy 2 Details
Strategy 2: Reduce the amount of time students are removed from regular classroom due to disciplinary placements. **Actions:** a) Discuss specific student concerns during weekly administrative meetings and provide input to improve student success. b) Monitor and evaluate the implementation of the behavior RtI plan. c) Review campus disciplinary procedures quarterly and align ourselves in our beliefs and actions. d) Develop positive plans and/or alternative behavior plans for students that need additional support. e) Utilize district general education behavior facilitator to assess needs of students. f) Communicate with a positive phone call or in person conversation with each students' parent prior to the end of the third week of school. g) Continued training and monitoring of Make Your Day. **Staff Responsible for Monitoring:** Administration Classroom teachers

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the District accident prevention plan and related department safety plans. b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments. d) Continue Safety Committee meetings per district plan. e) Review and report claim information per the district plan. f) Perform campus/building safety walk throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. **Staff Responsible for Monitoring:** Assigned District Personnel Campus Administration Classroom teachers

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: This campus will meet all compliance requirements for state and federal health programs.

Evaluation Data Sources: All state and federal health deadlines are met within the time frame set by the district.

Strategy 1 Details
Strategy 1: Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents. **Actions:** a) Provide and distribute information and training modules to staff, as received from the district. b) Monitor implementation of training and requirements of the district. **Staff Responsible for Monitoring:** Campus Administration