Birdville Independent School District

Watauga Elementary

2026-2027 Initial Plan

Mission Statement

We are a school which values each part of our community, empowers learners, and establishes an environment where positive futures can be created.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus serves approximately 650 students in grades Pre-Kindergarten through Fifth grade. Grade levels range from four to five sections with all grade levels having two bilingual classrooms. Student ethnicity is 73% Hispanic, 18% (127) White, and 6% African American. We have 49% of our students identified as Emergent Bilinguals. Students identified as economically disadvantaged make up 82% of our students population. Our students labeled At Risk make up 81% of our population. 50% of Watauga students are enrolled in the bilingual or ESL program.

Other Demographics to consider: 8% of our students are identified as Dyslexic, 23% of students are identified under special education, 4% are served under Gifted and Talented and 2% of our population is served under 504. Our mobility rate is 13%.

Demographics Strengths

Our campus is very large and still maintains a strong family bond. The staff works incredibly well together and is very supportive. They work diligently to meet the needs of others and their students.

All campus staff have been trained on Conscious Discipline training and are implementing the tools in their classrooms.

Monolingual and Bilingual teachers plan together and stay aligned within the curriculum.

Classes interact with one another developing an appreciation of differing cultures.

We have a local SERTOMA chapter that supports our school and is very involved in supporting public education in the city of Watauga.

Northwood Church has adopted our campus and sponsors a fall carnival, Christmas gifts and over 100 mentors who come out once a month with Academy 4. We have also implemented two programs called Leaders 5, a mentoring program for 5th graders, and a 4 Families project which provides family and parenting education classes through mentorship.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall campus attendance rates are 95.4%. This is an increase from the past few years but still below our desired rate of 96%.
Root Cause: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

Student Learning

Student Learning Summary

According to the 2026 STAAR results, there was an increase in eleven of the fourteen tests in at least one area. Significant gains were made in English 3rd grade Reading Meets and Masters, English and Spanish 5th grade Math Approaches and Meets, English 5th grade Reading Meets and Masters, 4th Spanish Math Masters, 4th Spanish Reading Approaches, and 5th Spanish Reading Masters.

Based on the End of Year 2026 MTTS tiers, 68% of Kinder students were reading on grade level in English, 55% in Spanish, and 75% were on level for Math. 65% of 1st graders were reading on level in English, 61% in Spanish, and 59% were on level for Math. 73% of 2nd graders were reading on level in English, 79% in Spanish and 68% were on level in Math. 68% of 3rd graders were reading on level in English, 44% in Spanish and 68% were on level in Math. 66% of 4th graders were reading on level in English, 59% in Spanish and 51% were on level in Math.

Student Learning Strengths

The percent of Watauga 4th graders who scored at the Masters level for English Math increased by 9%.

The percent of Watauga 5th graders who scored at the Meets level for English Math increased by 10%.

The percent of Watauga 5th graders who scored at the Meets level for English Reading increased by 11%.

The campus improved the district ranking in all 3rd grade assessments.

The campus increased by eighteen percent for 4th grade Reading Spanish in Approaches.

The campus increased by eighteen percent for 5th grade Math Spanish in Approaches and 24 percent in Meets.

The campus increased by eleven percent for 5th grade Reading Spanish in Masters.

One hundred percent of students who tested in English from our bilingual program reached Approaches, and sixty-four percent of these students earned Meets.

Sixteen fourth graders improved their performance level category for STAAR Math and nineteen improved their STAAR Reading.

Twenty-three fifth graders improved their performance level category for STAAR Math and thirty-four improved their STAAR Reading.

There were five 4th grade students who passed Reading STAAR for the first time.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus did not meet the minimum standard for student growth in Math in the categories of All Students, White and High Focus.
Root Cause: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

Problem Statement 2 (Prioritized): The White subgroup has a target of 60% for math for 2023-27. Campus results indicate 50% met grade level or above in Spring 2026.
Root Cause: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

School Processes & Programs

School Processes & Programs Summary

A number of specialized programs related to student need serves students at Watauga Elementary. The free and reduced lunch program serves eighty-two percent of our students. Fifty percent of the campus is served through a bilingual or ESL program in some capacity. Twenty-three percent of our students are served in special education. Approximately two percent of our students are served through 504, as well. Approximately four percent of our students are served through our Gifted and Talented program.

In addition, we have a strategic and successful MTSS program that identifies students with needs in math and reading in Kindergarten - 5th grade. These students are placed on tiers, given strong research-based instruction in small group settings, and their progress is monitored and assessed frequently. Teachers are provided with trainings, resources, and staff support to meet the needs of these struggling students. Title I tutors have been hired to help meet the differentiated academic needs of students. We have three Resource teachers and three dyslexia teachers who serve students daily.

Watauga is committed to guaranteeing growth for all students- academically, emotionally and physically. Our students are involved in setting individual, class and grade level goals and monitoring their progress along the way in meeting these goals. Students celebrate their growth and success The staff also sets professional goals and the campus calendar and schedule provide opportunities for the staff to visit other teachers' classrooms and learn from one another. We strive to foster a culture of literacy in all content areas. Our desire is to promote innovation with the use of technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in monthly Counselor lessons, weekly social-emotional lessons from Character Strong and a common school-wide focus on our social skills program, Conscious Discipline. There are two full time Counselors and a part time crisis counselor who help meet the needs of students. WE has support of local churches to provide weekend food backpacks for several families. The campus offers a variety of extracurricular activities, including choir, running club, garden club, leadership team, and battle of the books, to meet the many needs of our students and families. We have partnered with a local church and Academy 4 so that every 4th grader will have a mentor this year and will go through a monthly leadership curriculum. There is a In addition, we have a parent liaison who works closely with families in building literacy projects and supports in the home. To help foster a great relationship between school and home, we offer a series of parenting classes through a program called 4Families.

Our campus follows district expectations for instructional and curricular practices. We include personnel recruitment, support, and retention plans through our Title One supplemental plans.

Campus professional learning is developed from the district initiatives. Rubrics provided by the district, teacher surveys, instructional walks, classroom observations and student data guide our campus analysis. From these data sources, the campus leadership team identifies areas of needs. These needs are then addressed through professional learning throughout the year. This year our campus focus is on lesson internalization.

School Processes & Programs Strengths

The master schedule for the campus has been strategically planned and developed to maximize the learning time for all students. All teachers and grade levels are able to meet the minimum number of district required instructional minutes.
The campus MTSS team has created a systematic and comprehensive approach of reviewing multiple points of data for all students several times a year. This system allows for easy identification of students and data progress monitoring from a variety of sources in both reading and math. There is a strong focus on social and emotional learning for both students and staff.

We have implemented Conscious Discipline and all staff implement strategic structures in their daily routines that build a class family and promote safety and student self regulation.

To build engagement with parents, we are utilizing the Latino Family Literacy Project this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching.
Root Cause: Students are coming to school having greater social and behavior, academic and language needs.

Perceptions

Perceptions Summary

Faculty developed mission:

Mission

We are a school who works together to value each part of our community, empower learners,

and establish an environment where positive futures are created.

Focused – Empowering – Caring

Student friendly motto, recited daily:

Wildcat Motto

I have the right to learn in a safe, fun, supportive environment.

Clear expectations with visuals are aligned across the campus

Aligned rules in each classroom:

Classroom Rules

Conduct

1. Follow directions
2. Be polite, respectful, and helpful to others.
3. Respect Watauga Elementary property.

Work Habits:

1. Be prepared
2. Use time wisely.
3. Produce quality work.

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Perceptions Strengths

The staff participated in a survey in the spring of 2025 and results were overwhelmingly positive. The staff reported the campus has a family feel, that everyone is dedicated, supportive, collaborative and professional.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff.
Root Cause: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

Priority Problem Statements

Problem Statement 1: The White subgroup has a target of 60% for math for 2023-27. Campus results indicate 50% met grade level or above in Spring 2026.

Root Cause 1: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall campus attendance rates are 95.4%. This is an increase from the past few years but still below our desired rate of 96%.

Root Cause 2: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

Problem Statement 2 Areas: Demographics

Problem Statement 3: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff.

Root Cause 3: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The campus did not meet the minimum standard for student growth in Math in the categories of All Students, White and High Focus.

Root Cause 4: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching.

Root Cause 5: Students are coming to school having greater social and behavior, academic and language needs.

Problem Statement 5 Areas: School Processes & Programs

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

- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- 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
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

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: By the end of the 2026-27 school year, all students will make at least one year's progress in reading and mathematics, as measured by the district's designated assessment measures.
a) Improve performance in Domain 2A: Student Growth by ensuring every student demonstrates at least one year's academic growth in reading and mathematics. Increased student growth will also contribute to higher levels of academic achievement, resulting in more students performing at the Meets and Masters Grade Level standards on the spring 2027 STAAR assessments and positively impacting Domain 1: Student Achievement, Domain 2B: Relative Performance, and Domain 3: Closing the Gaps
b) We will meet the performance measures/targets in Prekindergarten - 3rd for each demographic group as measured by district-approved screeners (BOY, MOY, and EOY) to achieve the HB3 Board Goals.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), STAR Renaissance Assessments (reading, grades 3-5 and mathematics, 1-5), District Common Formative Assessments, and STAAR Tests

Strategy 1 Details

Strategy 1: Continue to build capacity to ensure consistent implementation of the district curriculum, High Quality Instructional Materials (HQIM), and state-approved instructional materials by aligning instructional practices to the district's LIFT grant priorities, PLC+ continuous improvement process, and evidence based instructional framework to improve student achievement.

Actions: a) Implement the district curriculum, HQIM, and state-approved instructional resources with fidelity by providing aligned instructional guidance, professional learning, and implementation support to teachers.
b) Strengthen the PLC+ process by emphasizing lesson internalization, collaborative planning, lesson rehearsal, formative assessment, and evidence-based instructional practices.
c) Utilize multiple student data sources (e.g., DCAs, Exit Tickets, Screeners), classroom observations, and common assessment results to monitor implementation of the district curriculum HQIM and state-approved instructional materials.
d) Provide differentiated professional learning, instructional coaching, and technical assistance for teachers based on implementation fidelity, classroom evidence, and student performance data.
e) Monitor implementation of the district curriculum and HQIM through ongoing classroom observations and PLC+ observations.
f) Engage with district staff in quarterly instructional reviews to evaluate implementation, strengthen Tier 1 instruction, and accelerate student achievement.

Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, Instructional Teacher Leads

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details

Strategy 2: Strengthen reading and mathematics instruction by implementing the district curriculum and approved instructional resources with fidelity. Grade levels using High-Quality Instructional Materials (HQIM) will emphasize lesson internalization, lesson rehearsal, and implementation of the district's LIFT Grant instructional framework. Across all content areas, teachers will engage in the PLC+ continuous improvement process, implement evidence-based instructional practices, and use student data to inform instructional decisions that improve academic achievement and ensure every student makes at least one year's academic growth.

Actions: a) Implement High-Quality Instructional Materials (HQIM) with fidelity by supporting teachers through professional learning, instructional guidance, coaching, and ongoing implementation support.

b) Strengthen instructional planning and delivery through lesson internalization, lesson rehearsal, and implementation of the district's LIFT Grant instructional framework to ensure rigorous, standards-aligned instruction, effective formative assessment, meaningful student discourse, and high-quality instructional delivery.

c) Engage teachers weekly in the PLC+ continuous improvement process by analyzing multiple student data sources, classroom observations, common assessments, and student work to monitor individual student growth, identify instructional strengths and learning gaps, determine responsive instructional actions, and strengthen Tier I instruction before additional intervention is needed.

d) Provide differentiated professional learning, instructional coaching, and PLC agendas so that teachers and grade levels can strengthen their instructional leadership, educator capacity, and effective implementation of district instructional priorities.

Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, Instructional Teacher Leaders

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 3 Details

Strategy 3: Provide professional learning and ongoing support in data-driven decision-making to strengthen instructional practices, inform responsive instruction, and improve student achievement and growth.

Actions: a) Strengthen educator capacity to implement data-driven, responsive instruction through the PLC+ continuous improvement process.

b Deepen the understanding of teachers to monitor individual student progress through data tracking and provide timely, actionable feedback based upon success criteria that supports individual student growth and achievement.

c) Administer district common assessments and use the resulting data during PLC+ meetings and teacher data conferences to monitor student progress, identify instructional adjustments, and guide responsive instructional decisions.

d) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and DCAs) to inform instruction.

Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, Campus staff

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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: By the end of the 2026-27 school year, reduce achievement gaps among identified under performing student groups by increasing the percentage of students meeting grade-level or course-level standards on state and district assessments compared to 2025-26 performance.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state (STAAR, TELPAS) and district and campus assessments

Strategy 1 Details
Strategy 1: Provide professional development that assists teachers in developing, administering, and utilizing student performance data to evaluate student growth. **Actions:** a) Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused and responsive instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction). b) Track student performance on common assessments and district screeners to determine progress toward success on STAAR assessments and annual growth. Discuss student, class and grade level data in PLCs and write action plans for low performing TEKS. c) Implement evidence-based instructional practices and targeted supports designed to accelerate learning and improve academic outcomes for students receiving specialized services. **Staff Responsible for Monitoring:** Campus Administration, Instructional Facilitators, Campus Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details
Strategy 2: Implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Hold campus MTSS meetings throughout the year. Evaluate the progress of each student and revise plans accordingly. b) Coordinate with campus staff to discuss progress and growth, needs and curriculum utilized for individual student learning. **Staff Responsible for Monitoring:** Campus Administration, Instructional Facilitators and Campus Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 3 Details

Strategy 3: Strengthen campus wide implementation of the PDSA continuous improvement process to support instructional improvement, data-driven decision-making, and increased student achievement and growth.

Actions: a) Deliver clear expectations on the implementation of the Continuous Improvement process throughout the school year. Model the processes for grade level teams.
b) Monitor implementation of PDSA cycles through PLC+ meetings, instructional observations, and campus improvement processes, and provide timely feedback to strengthen instructional practices, data-driven decision-making, and continuous improvement.
c) Monitor the PDSA development process with common assessments and or district screeners through PLCs to ensure alignment.
d) Utilize the rubric to evaluate progress of campus growth.

Staff Responsible for Monitoring: Campus Administration and Campus Staff

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Strategy 4 Details

Strategy 4: Leverage strategic partnerships with community organizations and businesses to provide targeted academic, behavioral, and family supports that address identified student needs and close achievement gaps.

Actions: a) Coordinate with PTA to form a strong partnership with campus and families and host family events.
b) Coordinate with Northwood Church and Academy 4 about meeting campus needs and providing resources.
c) Continue relationships with SERTOMA, other local area churches, the Tree, and counseling resources to increase the support of community involvement.

Staff Responsible for Monitoring: Campus Administration, Counselors, Nurse, Parent Liaison

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Strategy 5 Details

Strategy 5: Ensure accuracy and consistency in PEIMS coding across all critical areas- including at-risk indicators, special education and bilingual.

Actions: a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students.
b) Ensure students are receiving appropriate services.

Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Counselor, SPED staff

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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: By the end of the 2026-27 school year, reduce student disciplinary placements by at least 10% from the 2025-26 baseline through consistent implementation of effective, evidence-based behavioral supports and interventions.

Evaluation Data Sources: Behavioral MTSS records.

Strategy 1 Details
Strategy 1: Implement with fidelity the behavioral MTSS plan. **Actions:** a) Implement Conscious Discipline campus wide and provide teachers with clear expectations for Tier 1 behavior supports. c) Train staff on deescalation escalation strategies. d) Utilize district behavior facilitators and Counselor resources **Staff Responsible for Monitoring:** Campus Administration, Counselors, Crisis Counselors, Campus Staff, Behavior Facilitators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems

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: 26-27 Campus Attendance

Strategy 1 Details
Strategy 1: Refine and implement a campus-wide 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) Develop and refine campus attendance with leadership teams. b) Communicate campus attendance plan with all stakeholders. c) Monitor student attendance and review progress regularly in order to determine effectiveness of the campus plan related to incentives to improve student attendance. d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. e) Utilize district tribunal process. **Staff Responsible for Monitoring:** Campus Administration, Attendance Clerk, Counselors, Campus Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems

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

Performance Objective 1: By the end of the 2026-27 school year, increase the percentage of students and staff who report a sense of belonging, safety, and well-being by 10 percentage points, as measured by the district's culture and climate survey.

Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details
Strategy 1: Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Utilize campus leadership teams to guide next steps. c) Identify potential school and safety threats using survey data to implement and refine procedures. d) Schedule and monitor safety drills and revise plans as needed. e) Implement and review safety protocols. f)Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. **Staff Responsible for Monitoring:** Campus Administration, Counselors, Campus staff **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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: Implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Conduct facility reviews to locate and address issues and needs. b) Provide safety training for campus staff based on district protocols. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe School trainings. f) Implement campus protocol for staff to report safety concerns. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff