Rockwall Independent School District

Billie Stevenson Elementary

Accountability Rating: A

Distinction Designation:
Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

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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

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Demographics

Summary

Total Number of Students: 769

Male: 381

Female: 388

Asian: 55

African American: 195

Hispanic: 151

American Indian- Alaska Native: 4

Native Hawaiian Pacific Islander: 2

Two or More: 59

White: 303

Economically Disadvantaged: 160

Strengths

Billie Stevenson serves students from a variety of racial, ethnic, and cultural backgrounds. At BSE, we celebrate diversity and embrace who we are as a learning community. This diversity gives students opportunities to learn from different experiences and perspectives that enhance learning in the classroom and throughout the building.

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Student Achievement

Summary

Based on the 2025-2026 TEA Accountability data, Billie Stevenson maintained their A rating with an overall score of 91 and received two distinctions, one in Academic Growth and one in Closing the Gap. In overall achievement across content and grade level, BSE showed the following percentages:

Category	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Overall Campus Achievement	85%	65%	39%
Third Grade	82%	61%	30%
Fourth Grade	86%	72%	47%
Fifth Grade	86%	62%	39%
Overall Campus Achievement in Reading	88%	74%	48%
Overall Campus Achievement in Math	84%	59%	34%
Overall Campus Achievement in Science	77%	53%	26%
Third Grade			
Overall Achievement in Reading	83%	69%	35%
Overall Achievement in Math	81%	54%	26%
Fourth Grade			
Overall Achievement in Reading	87%	76%	52%
Overall Achievement in Math	86%	68%	43%
Fifth Grade			
Overall Achievement in Reading	94%	77%	58%
Overall Achievement in Math	86%	56%	32%
Overall Achievement in Science	77%	53%	26%

Strengths

Billie Stevenson is trending up in our overall Meets Grade Level and Masters Grade Level. We continue to increase the number of distinctions and push the rigor in the classroom. We intentionally focus on tier one intervention and pushing students to the next level. The teachers and the students have taken ownership of their learning and consistently set achievement goals at the Beginning of the year, Middle of the year, and End of the year.

Other Contributing Factors:

- 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 disaggregate data frequently to determine re-teaching opportunities and progress.

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- 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

Summary

At Billie Stevenson we pride ourselves on being the Best School Ever. We support each other, the students, and the families of BSE.

- 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.

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Staff Quality, Recruitment, and Retention

Summary

This year we had a 97% retention rate.

Staff Information:

- Total Staff: 60
- Professional Staff: 50
- Teachers: 46
- Professional Support: 3
- Educational Aides: 10
- Campus Principal: 1
- Campus Assistant Principal: 2
- Librarian: 1
- Counselor: 1.5

Teacher by Years of Experience:

- 0 Years: 2
- 1-5 Years: 14
- 6-10 Years: 10
- 11-20 Years: 14
- 21-30 Years: 6

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 encouraging them to lead professional development for their peers.

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Curriculum, Instruction, and Assessment

Summary

- Rockwall ISD's curriculum and instruction department has worked with curriculum coordinators, learning specialists, and teachers to create its own guaranteed and viable curriculum that is tightly aligned to the TEKS.
- Billie Stevenson has two learning specialists 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 learning specialists 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

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

Summary

Current student organizations on campus:

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

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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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Goals

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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 1 ☑ High Priority

By the end of the 2026-27 school year, Billie Stevenson Elementary will increase overall STAAR performance to the following:

95% or higher on Approaches GL
70% or higher on Meets GL
45% or higher on Master's GL

Evaluation Data Source: TEA STAAR Accountability & Performance Report

Strategy 1 ☑ Additional Targeted Support Strategy

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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Additional Targeted Support Strategy

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: Instructional Leadership and Capacity Building

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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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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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: Instructional Leadership and Capacity Building

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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

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ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

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.

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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 7

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.

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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 8

Utilize Instructional Coaches to increase classroom teachers' proficiency in utilizing high-quality instructional practices through a coaching model.

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Strategy's Expected Result/Impact: Increase in student achievement and growth.

Staff Responsible for Monitoring: Teachers, administration, instructional coaches.

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 9

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 ☑ High Priority

Billie Stevenson will increase the number of students earning "Meets or Masters" on STAAR mathematics scores for grades 3-5.

Evaluation Data Source: STAAR Scores

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

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ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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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: Instructional Leadership and Capacity Building

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Strategy 3

All classrooms will implement RISD curriculum with fidelity to ensure a guaranteed and viable curriculum.
This includes utilizing Number Talks, problem-solving, 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: Instructional Leadership and Capacity Building

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Strategy 4

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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, Learning Specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

PLCs will occur consistently and will focus on answering DuFour's four essential PLC questions. Teachers will
collaborate with teammates, the learning specialists, and administrators during PLCs.

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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: Learning specialists, Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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: Instructional Leadership and Capacity Building

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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: Instructional Leadership and Capacity Building

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Performance Objective 3 ☑ High Priority

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.

Evaluation Data Source: STAAR, mClass, DRA, MAP

Strategy 1

Teachers will apply effective literacy strategies to develop the skills needed to be successful in all content areas.

Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for
intervention and enrichment.

Staff Responsible for Monitoring: Teachers, Administrators, Learning specialists

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

In grades K-5, teachers will implement the reading and writing workshop model of instruction.

Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for
intervention and enrichment.

Staff Responsible for Monitoring: Teachers, Administrators, Learning specialists

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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, Learning specialists

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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, Learning specialists, Team Leaders, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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, Learning specialists, Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Increase the number of students in kindergarten- 2nd grade who meet or exceed grade-level standards on district screeners to 90% or higher.

Evaluation Data Source: mCLASS, DRA, district screeners, iReady

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, Learning specialists

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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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: Instructional Leadership and Capacity Building

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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: Instructional Leadership and Capacity Building

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Strategy 4

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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, Learning specialists, Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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, Learning specialists

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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: Learning specialists, Administrators

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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: Instructional Leadership and Capacity Building

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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

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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 Source: Lesson plans, walk-throughs, data walks

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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, Learning specialists, Administrators, Teaching Staff

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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

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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, Learning specialists Administrators, Teaching Staff

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Performance Objective 6

During the 2026-2027 school year, all students will participate in developmentally appropriate college and career awareness opportunities designed to increase understanding of future educational pathways, careers, interests, and skills.

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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

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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

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Performance Objective 7

By the end of the 2026-2027 school year, Billie Stevenson will increase Grade 5 Science achievement, with at least 60% or higher on Meets and at least 30% or higher on Masters.

Strategy 1

Provide high-quality science instruction through student-centered classrooms where teachers implement the 5-E Model of instruction.

Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.

Staff Responsible for Monitoring: Administrators, Learning specialists, Teachers, and District Curriculum Coordinators.

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Utilize science investigations that are hands-on and minds-on where students are developing their understanding of the scientific process.

Strategy's Expected Result/Impact: Increase in student achievement and growth while providing opportunities for enrichment and intervention.

Staff Responsible for Monitoring: Administrators, Teachers, Learning specialists

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Teachers and instructional leaders will use student data to identify learning gaps and provide timely, targeted, and specific interventions through MTSS.

Strategy's Expected Result/Impact: Early identification of student needs and increased science achievement and growth.

Staff Responsible for Monitoring: Administrators, Teachers, Learning specialists, District Science Curriculum Coordinator.

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Campus instructional leaders and teachers will regularly analyze student data to address gaps, areas of re-teaching, and provide targeted interventions.

Strategy's Expected Result/Impact: Increased science achievement and growth.

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Staff Responsible for Monitoring: Administrators, Teachers, Learning specialists

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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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

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

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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

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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

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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

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

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Strategy 6

Actively and intentionally provide support to students, parents, and staff to recognize signs of bullying and initiate intervention strategies.

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Strategy's Expected Result/Impact: Schedule training, develop lesson plans

Staff Responsible for Monitoring: Administrative staff, counselors, teachers

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Performance Objective 2

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

Evaluation Data Source: Attendance reports

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

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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

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Strategy 3

Utilization of data tracking software and systems to track attendance and the data is regularly

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reviewed to identify trends and adapt accordingly.

Strategy's Expected Result/Impact: Increase of attendance

Staff Responsible for Monitoring: Assistant Principal, Principal, Staff, Counselor

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December	February	April	June

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

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

Formative Reviews

December	February	April	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

Formative Reviews

December	February	April	June

DRAFT

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

Formative Reviews

December	February	April	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

Formative Reviews

December	February	April	June

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

Strategy 1

Encourage at least 20 minutes of recess/brain breaks daily

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

Formative Reviews

December	February	April	June

Strategy 2

Implement before or after school physical activity programs

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

Formative Reviews

December	February	April	June

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State Compensatory Education

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State Compensatory

Budget for Billie Stevenson Elementary

Total SCE Funds: $11,000.00

Total FTEs Funded by SCE: 0

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 Texas Certified Educator as an Interventionist ($30/hour)

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Policies, Procedures, and Requirements

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Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Patrick Just	6/9/2026	Kevin Samples	6/9/2026

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