

Richardson Independent School District
Big Springs Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Believing all students have unique and valuable talents, the Big Springs community will provide a positive and supportive educational environment to produce successful and responsible life-long learners.

Vision

Where all students connect, learn, grow, and succeed

Value Statement

Integrity

Inspiration

Inclusiveness

Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Big Springs is composed of a diverse student population of approximately 420 PK-6 students. Our student groups are (in descending order) White (40.8%), Hispanic (27.9%), Asian (9.6%), and African American (15.8%). We have a small percentage (6.8%) of students who identify as Multiracial. Our Economically Disadvantaged numbers are approximately 42.9% of our enrollment. Our population tends to be more stable than mobile, serving children from families whose parents often attended Big Springs themselves. This gives our school a legacy of community involvement and connection over time that is enjoyed by our students and staff.

We serve 21% of our student body with Special Education services. 7% of our students receive 504 services. Our student population includes 38 or 6% gifted and talented learners.

We also have 14.1 % of our population served with ESL services. 39.3% of our students are at-risk. Our student mobility rate is steady at 15.4, 3% higher than the state average. Our attendance rate increased from 96.3 to 94.6 in one year. due to covid 19, We have 118 students (16.8%) who are receiving Tier 2 services and 73 students (10.4%) who are receiving Tier 3 services.

Big Springs Elementary is home to 17 general education classroom teachers, 9 special education teachers including 5 PASS Classroom ED Centralize Behavior program and 2 SDC (Autism) Classrooms, 3 electives teachers (Art, Music, and P.E.), 2 Instructional Coaches 2 Intervention support (Reading and Math Interventionist) teachers, 2 ESSER Support teachers Kindergarten and First Grade, 1 gifted and talented teacher, and 1 LITE (Librarian). We also have 3 special education paraprofessionals, 1 paraprofessional in PreK, and 1 P.E. paraprofessional. We have 1 principal, 2 assistant principals, 1 office manager, 1 counselor, 1 nurse, and 17 paraprofessionals. Serving in the office 1 Principal's Exec, SDS and 1 receptionist/clerk,k and 1 Material Center Clerk. We also have a full-time diag on our campus. We have 4 support staff shared with other campuses to serve our special education population including speech pathologists, behavior interventionists, OT, PT, and LSSP. All professional staff is highly qualified.

Our average years of experience is 7.6 compared to 10.5 in BSE and our years of experience on campus is 4.1 compared to 4.9 across the district. 47% of our teachers have 5 years of experience or less (data source: 2020-2021 TAPR).

We have several components in place for staff recognition such as Teacher of the Month, group or team luncheons, birthday recognition, Staff Ambassador events, and An ABLAZing Brags for above and beyond assistance. We also recognize instructional efforts where we share the success of others. The teacher retention rate on our campus has been consistent. Our teacher survey results are very positive.

Our 2021 Climate average is 92 with communication at 98, innovativeness at 99, and autonomy at 96. Teachers are happy to work at Big Springs and proud to be part of RISD. We are in the 5th full year implementation of our P.A.W.S (Guidelines for Success) Guide developed with our PBIS Team to develop common student expectations. Students and staff are recognized for positive choices with our BIAZEing Brags and Principal's 100

As a 41 year campus, Big Springs recognized family and community involvement as an area for improvement and we celebrate the gains we have experienced in attendance at our community events. Our Parent-Teacher Association has grown in numbers every year. We have provided a number of opportunities for families to get involved on campus from Curriculum Night, Meet the Teacher, Reading Nights, Math Nights, Music Performances, Art Fairs, and academic, leadership, and character celebrations at our six-week student celebrations. We also host school events like Family Picnic.

42.9%

Economically Disadvantaged

14.1%
English Language Learner

20.6%
Students Receiving Special Education Services

STUDENT ENROLLMENT BY RACE/ETHNICITY

AFRICAN AMERICAN
15.8%

ASIAN
9.6%

HISPANIC
27.7%

AMERICAN INDIAN
0.3%

PACIFIC ISLANDER
0.0%

TWO OR MORE RACES
6.8%

WHITE
39.8%

Students with Disabilities by Type of Primary Disability: Total Students with Disabilities	64						
By Type of Primary Disability							
Students with Intellectual Disabilities	13	20.3%	34.3%	42.4%			
Students with Physical Disabilities	16	25.0%	24.8%	21.4%			
Students with Autism	26	40.6%	23.2%	13.8%			

Students with Disabilities by Type of Primary Disability: Total Students with Disabilities	64							
Students with Behavioral Disabilities	**	**	16.1%	20.8%				
Students with Non-Categorical Early Childhood	*	*	1.6%	1.5%				

Student Achievement

Student Achievement Summary

Big Springs' Student Achievement has continued to Meet Standards each year. In the 2021-2022 school year, Big Springs received a B rating. As the achievement standard has increased, we celebrate our students' success. However, we continue to look closely each year at areas that need improvement.

Overall scores for Math and 5th grade Science Math and Science show a decline from the previous year, while the overall performance for Reading slightly improved from the previous year, which is cause for celebration as we have had an intentional focus on this area. Our demographic student groups will need close monitoring in the coming year, as most of them showed a decline. However, our ELL students showed growth and improvement in the areas of Reading and Math. Monitoring of the data for these students will be important, not only by subject area but also by the different student group categories. Our African American, Hispanic students, and Econ. Dis. students continue to need close monitoring. In addition, we will be looking closely at the overall performance of all students to ensure continued growth and improvement.

At the start of the school year, staff members looked carefully at student performance data from the previous year. Each teacher has the plan to not only provide intervention and remediation as needed, but also to address students who have shown stronger performance in the past, but did not meet their growth goals last year. Planning and ongoing monitoring will drive instructional decisions and assist in monitoring student growth.

Student Achievement Strengths

2021-2022 STAAR Performance Rates by Tested Grade, Subject, and Performance Level.

Big Springs Elementary received was rate a letter B on the Texas Accountability System receiving 87 points out of 100. The number of students attaining or exceeding STAAR Progress Measure; Growth overtime on Reading and Reading STAAR data; Significant growth over time in cohort group STAAR data resulting in 91 points. Although we had significant growth, we recognize that improvement in performance for African American, Hispanic Economically Disadvantaged sub-pop groups should be a focus moving forward.

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	
2022 STAAR Performance														
All Subjects														
Percent of Tests														
% at Approaches Grade Level Standard	71%	43%	62%	90%	75%	89%		56%	39%	54%	71%			71%
% at Meets Grade Level Standard	50%	21%	34%	71%	50%	70%		50%	27%	24%	42%			50%
% at Masters Grade Level Standard	28%	6%	12%	47%	50%	38%		22%	11%	10%	15%			28%
Number of Tests														
# at Approaches Grade Level Standard	268	33	61	128	3	33		10	39	88	57			268

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	
# at Meets Grade Level Standard	188	16	33	102	2	26		9	27	40	34			188
# at Masters Grade Level Standard	104	5	12	67	2	14		4	11	16	12			104
Total Tests	377	77	98	143	4	37		18	99	164	80			377
Reading														
Percent of Tests														
% at Approaches Grade Level Standard	76%	50%	67%	92%	100%	88%		62%	41%	61%	76%			76%
% at Meets Grade Level Standard	61%	31%	44%	83%	50%	75%		62%	32%	32%	53%			61%
% at Masters Grade Level Standard	36%	12%	16%	57%	50%	44%		50%	11%	15%	24%			36%
Number of Tests														
# at Approaches Grade Level Standard	126	16	29	60	2	14		5	18	43	26			126
# at Meets Grade Level Standard	101	10	19	54	1	12		5	14	23	18			101
# at Masters Grade Level Standard	60	4	7	37	1	7		4	5	11	8			60
Total Tests	166	32	43	65	2	16		8	44	71	34			166
Mathematics														
Percent of Tests														
% at Approaches Grade Level Standard			71%	45%	60%	88%	50%	94%		62%	40%	54%	76%	71%
% at Meets Grade Level Standard			44%	15%	28%	63%	50%	69%		50%	24%	21%	41%	44%
% at Masters Grade Level Standard			25%	3%	12%	42%	50%	44%		0%	13%	7%	12%	25%
Number of Tests														
# at Approaches Grade Level Standard			119	15	26	57	1	15		5	18	39	26	119
# at Meets Grade Level Standard			74	5	12	41	1	11		4	11	15	14	74
# at Masters Grade Level Standard			41	1	5	27	1	7		0	6	5	4	41
Total Tests			167	33	43	65	2	16		8	45	72	34	167
Science														
Percent of Tests														
% at Approaches Grade Level Standard			52%	17%	50%	85%		80%		0%	30%	29%	42%	52%
% at Meets Grade Level Standard			30%	8%	17%	54%		60%		0%	20%	10%	17%	30%
% at Masters Grade Level Standard			7%	0%	0%	23%		0%		0%	0%	0%	0%	7%
Number of Tests														

Mathematics												
# at Approaches Grade Level Standard	<u>23</u>	<u>2</u>	<u>6</u>	<u>11</u>		<u>4</u>		<u>0</u>	<u>3</u>	<u>6</u>	<u>5</u>	<u>23</u>
# at Meets Grade Level Standard	<u>13</u>	<u>1</u>	<u>2</u>	<u>7</u>		<u>3</u>		<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>13</u>
# at Masters Grade Level Standard	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>		<u>0</u>		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
Total Tests	<u>44</u>	<u>12</u>	<u>12</u>	<u>13</u>		<u>5</u>		<u>2</u>	<u>10</u>	<u>21</u>	<u>12</u>	<u>4</u>

2a: Academic Growth Score

Prior Year Performance	Current Year Performance	Growth Expectation Outcome	Total Assessments
No Points			
Did Not Meet	Did Not Meet	Did Not Meet	<u>16</u>
Approaches	Did Not Meet	Did Not Meet	<u>1</u>
Meets	Did Not Meet	N/A	<u>1</u>
Meets	Approaches	N/A	<u>5</u>
Masters	Did Not Meet	N/A	
Masters	Approaches	N/A	<u>1</u>
Masters	Meets	N/A	<u>9</u>
		Total With No Points	33
Half Point			
Did Not Meet	Approaches	Did Not Meet	
Approaches	Approaches	Did Not Meet	<u>4</u>
Meets	Meets	Did Not Meet	<u>2</u>
		Total With Half Point	6
One Point			
Did Not Meet	Did Not Meet	Met or Exceeded	<u>29</u>
Did Not Meet	Approaches	Met or Exceeded	<u>30</u>
Did Not Meet	Meets	N/A	<u>3</u>
Did Not Meet	Masters	N/A	<u>2</u>
Approaches	Did Not Meet	Met or Exceeded	

Prior Year Performance	Current Year Performance	Growth Expectation Outcome	Total Assessments
Approaches	Approaches	Met or Exceeded	11
Approaches	Meets	N/A	24
Approaches	Masters	N/A	15
Meets	Meets	Met or Exceeded	8
Meets	Masters	N/A	18
Masters	Masters	N/A	38
		Total With One Point	178
Domain 2a Domain Score			83
Domain 2a Scaled Score			91

Closing the Gap

Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ. disadv.	EB/EL	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	V
Academic Achievement Status																		
ELA/ Reading Target	44%	32%	37%	60%					19%	33%	29%			42%				
Score	60%	31%	43%	83%					31%	32%	51%			60%				
Mathematics Target	46%	31%	40%	59%					23%	36%	40%			45%				
Score	44%	15%	27%	63%					24%	21%	40%			44%				
Target Indicators															9	16	56%	31
Growth Status																		

ELA/ Reading Target	66%		65%	69%						64%				67%
Score	82%		87%	81%						76%				82%
Mathematics Target	71%		69%	74%						68%				70%
Score	84%		80%	94%						81%				84%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments. **Root Cause:** Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

School Culture and Climate

School Culture and Climate Summary

Big Springs students, parents and staff report a positive culture and climate. School safety, relationship building, and relevance of learning continue to be topics of discussion and focus. An active and supportive PTA is enjoyed at Big Springs, as is a mutual respect between community and school staff. Building relationships with students is expected, and is a critical component to students' academic success, as well as helping to support positive student behaviors and increase learning opportunities. Increasing the positive culture and atmosphere through PBIS, and decreasing our discipline referrals continue to be an intentional focus. Our teachers and students have grown in their implementation of social-emotional learning through morning meetings and building of relationships.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff retention continues to be a focus at Big Springs and has maintained at a strong rate for the past couple of years. BSE participates in the RPM program for new teachers, and provides additional campus support for all new-to-RISD staff. Efforts to create a sense of family and team continue, and said efforts have improved school climate for staff and families. Continued focus is required on hiring a diverse staff, as well as retaining staff from year to year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Big Springs is fortunate to have two Instructional Coaches to provide additional support and direction to teachers in navigating district curriculum, assessing student needs, and planning/executing effective instruction. New staff members require additional support with district curriculum and professional development. All teachers will monitor student growth goals and participate in campus planning and implementation to ensure growth for all. STEM initiatives on campus will continue to develop and increase quality instruction for students. Veteran teachers at Big Springs bring their years of knowledge and understanding of best practices to our students. They are willing and eager to collaborate with each other and other district teachers for planning and teaching. TRS curriculum will enhance classroom lessons and maintain a meaningful, engaging curriculum in all classrooms. This will be supported with continuing PLCs on campus, along with an established cohort with Dartmouth Elementary and Yale Elementary. Professional development offerings this year will provide additional support and training to meet teachers' needs. The dedicated I-Time block for each grade level will be one opportunity to respond in specific ways to students' needs throughout the year. In addition, ongoing training in the RtI process for our staff provides another tool for teachers to collaborate and strategies on how to best meet our students where they are.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Parent and Community Engagement

Parent and Community Engagement Summary

Big Springs benefits from an active PTA and supportive community. PTA membership and participation is strongly encouraged each year. Big Springs is proud to have 100% faculty membership in the local PTA unit. Relationships with parents and families are strengthened with parent/staff communication, parent conferences, and parent participation throughout the year with different school activities. Big Springs is grateful for a long-standing relationship with Fujitsu and Blue Cross Blue Shield, as well as with neighboring churches. These groups provide financial support, opportunities for student performances, and appreciations for our staff.

Big Springs also enjoys a legacy of families who have had multi-generations of children come through our school. Big Springs celebrated the 40th anniversary last Fall (2018) and continues to be a place where families and staff want to come and stay. Communication is an important facet of success for our students, staff and community. Bilingual staff provides increased opportunities for our Spanish-speaking families to connect with our school. Needs of our students change from year to year and we continue to search for ways to best meet those needs.

Parent and Community Engagement Strengths

BSE has a strong PTA and parent involvement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We have low parent engagement from parents in our centralized programs PASS and SDC. **Root Cause:** The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

School Context and Organization

School Context and Organization Summary

Big Springs supports the district goal of ensuring that all students connect, learn, grow and succeed. The addition of a full-time Assistant Principal will provide opportunity for improved and more frequent monitoring and support to teachers. Staff input is welcomed and solicited to best provide for our students and teachers.

Technology

Technology Summary

Technology integration continues to be a campus expectation. Big Springs implements the district model of classroom sets of iPads for all students. Staff is expected to continue looking for appropriate opportunities to engage students with technology. BSE teachers are willing to integrate technology into instruction and are responsive to training and opportunities for growth.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Parent/Community Data

- Parent surveys and/or other feedback

Goals









Revised/Approved: September 23, 2022

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 1: All Pre-K through 6th-grade learners will participate in learning experiences that are focused on real-world connections, and career, college, and life readiness, as measured by CCMR indicators.

Evaluation Data Sources: Curriculum documents, College/Career Day Agenda Student climate and Career Survey, and lesson

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have the opportunity to participate in campus committees (Chess Club, BSE Student Council, Principal Advisory/Leadership Committee, Bobcat Morning Live Broadcasting, after-school clubs, enhance Career & Technical (CTE) opportunities for students through STEM activities school enrichment, and school learning garden) to expose them to real-world experiences.</p> <p>Strategy's Expected Result/Impact: Students will have exposure to real-world experiences and have interest-based learning opportunities beyond the school day through after-school clubs and enrichment/STEAM, ART, and Literacy camps. Educators will design learning experiences that connect to the real world. Educators will utilize the school garden as a tool for learning in all content areas. The school Counselor will design career fair opportunities</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers/Staff</p> <p>Title I: 2.6</p> <p>Funding Sources: Extra Duty Pay - 211 - Title I, Part A - \$2,200</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 2: Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning (DIP Perf Obj 5)

Evaluation Data Sources: Teacher Lesson Plans, Professional Development, PLC's agenda, Vertical Team Planning Agenda

Summative Evaluation: Met Objective





Next Year's Recommendation: Teach typing skills to students in grades 2 - 6 so they are ready to type on STAAR for the extended constructed response.









Strategy 1 Details		Reviews			
Strategy 1: Educators will enhance student learning with the use of increased access to digital tools (classroom sets of iPads, demonstrate appropriate and safe digital behavior), and communicate to parents how tools are maximizing student learning. Strategy's Expected Result/Impact: Lesson plans that reflect technology integration Teachers' newsletters/conferences will focus on how digital tools are used in teaching and learning Feedback from parents & students regarding digital tools Completion of Digital Citizenship Curriculum lessons Few or no student referrals/discipline situations for inappropriate technology use Staff Responsible for Monitoring: Principal, Assistant Principal, Educators Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

















Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 3: Big Springs staff will be intentional and purposeful in planning to meet the social and emotional needs of all learners through positive character building and social-emotional development that will encourage, promote, and recognize a positive learning environment for all students. (DIP Perf Obj 6)

- Evaluation Data Sources:** All students and teachers engaged in the use of SEL/ PBIS implementation, Biweekly Guidance, Morning Meetings, Recognition, Surveys,
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** Student Council to provide future leaders

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Educators will align the implementation of social-emotional support structures such as class meetings, check-ins, and restorative practice through the use of Sanford Harmony SEL programming, zones of regulation, and Second Steps.</p> <p>Strategy's Expected Result/Impact: All educators will implement SEL structures with fidelity. Learners will be provided social-emotional support in all classrooms. Learner social-emotional growth will be evident in student survey data. Educators will be able to identify the function of student behavior and provide timely support. Positive behavior interventions and supports will be implemented with fidelity</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Educators</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund</p>				

Strategy 2 Details	Reviews			
Strategy 2: Educators will participate in PBIS training and implement PBIS strategies to improve the school-wide/classroom learning environment, routines, and procedures. Strategy's Expected Result/Impact: CHAMP's Expectations Guidelines for success P.A.W..S Positive Actions Wise Choices Staying Focused Principals 100 incentive Discipline matrix PBIS PASS Training for Special Educators STAR Autism Training Positive survey responses Improved attendance data Decrease in referrals Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and all other Educators Title I: 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Educators will identify and implement specific instructional approaches that provide early intervention services for struggling students to improve their academic, behavior, or emotional skills (RtI - Response to Intervention) Strategy's Expected Result/Impact: Educators will design quality academic and behavior interventions to meet the needs of tier 3 students learners. This will Improvement in district & state assessment results and decrease in office referrals for special student groups Staff Responsible for Monitoring: MTSS/Branching Minds/RTI Team Educators Other support personnel as appropriate Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund, - 199 - State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
				

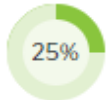







Strategy 4 Details	Reviews			
Strategy 4: Educators will implement a clear and consistent campus discipline management plan. Strategy's Expected Result/Impact: Increased learning time Improved learning environment Improved communication and consistency with all stakeholders Improved Climate Survey results Staff Responsible for Monitoring: Principal, Assistant Principal Educators Title I: 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Centralized Program (PASS and SDC) staff will have ongoing training and utilize zones of regulation strategies. Strategy's Expected Result/Impact: Increase in student/teacher relationship Student response to environment and awareness of social and emotional state Staff Responsible for Monitoring: Principal, Assistant Principal, centralized program Behavior Specialist, and Centralized program Educators. Title I: 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Students will participate in a comprehensive guidance program will that addresses their social and emotional needs of students. Strategy's Expected Result/Impact: Increase student efficacy and improve Character development, Staff Responsible for Monitoring: Administration, Counselor, Educators.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

















Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 4: Create PK-12 programming to support healthy life choices by students and staff (DIP Perf Obj 7)

Evaluation Data Sources: ILT agenda, Team Leader Agenda, Staff and Parent Newsletter, counselor guidance, student and staff climate survey

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Educators will implement a health and wellness plan as recommended by the SHAC committee. Strategy's Expected Result/Impact: Improved student health and performance Student and Staff Survey results Staff Responsible for Monitoring: Principal, Assistant Principal Counselor All other staff members Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Educators will implement programs for drug/alcohol awareness/prevention and services for students identified at-risk for self-harm (Live Wise, Live Healthy) Strategy's Expected Result/Impact: Guidance lessons that focus on healthy choices Staff Intervention training Participation in Red Ribbon Week Staff Responsible for Monitoring: Principal, Assistant Principal Counselor All other staff members Title I: 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Educators will monitor, implement & communicate policies/plans for the prevention of bullying/harassment and cyberbully. Strategy's Expected Result/Impact: Increased number of parents and students awareness and understanding of the BSE process for bullying/harassment and cyberbully and plans for preventative measures. Staff Responsible for Monitoring: All staff Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Educators will monitor the health services data reports in Focus to maintain immunization compliance of the student body. Strategy's Expected Result/Impact: Adhere to compliance requirements Improved health for students/staff Staff Responsible for Monitoring: Principal, Assistant Principal Nurse, Counselor, and Teachers Title I: 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: The campus emergency response team will conduct AED drills. Strategy's Expected Result/Impact: The campus has a trained ERT team prepared to respond quickly if a cardiac event should occur on campus. Staff Responsible for Monitoring: School Nurses and ERT	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 5: Ensure a culture and environment that embraces equity, diversity, and inclusion throughout the RISD programs and systems of support (DIP Perf Obj 8)

Evaluation Data Sources: Ensure systematic approach to hiring and representing diversity of staff

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Educators and students will be provided with cultural diversity/awareness training to increase their understanding of cultural awareness. Strategy's Expected Result/Impact: Increased diversity of staff Improved culture of equity and inclusion Implementation of weekly cultural lessons Implementation Multicultural Activities Staff Responsible for Monitoring: Counselor Classroom Teachers Connecting Cultures representative Title I: 4.2 Funding Sources: - 211 - Title I, Part A - \$500	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div>50%</div>	<div><div></div>60%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 6: Implement activities at Big Springs Elementary in order to support students' critical thinking and financial literacy growth in alignment with the RISD Graduate Profile.

- Evaluation Data Sources:** Incorporate Bloom's Taxonomy of questioning in lesson plans and classroom token economy system
- Summative Evaluation:** Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Teachers will develop HOT questions throughout the school year in PLC to address support and address students' critical thinking skills and improve financial literacy growth Strategy's Expected Result/Impact: Teachers will work with Advance Learning teachers during PLCs to create extension activities to improve students' critical thinking and financial literacy. The focus will be on academic vocabulary Staff Responsible for Monitoring: Admin, ILT, Advance Learning teacher, and teachers. Title I: 2.4, 2.5		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div>10%</div>	<div><div></div>65%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>
		<div><div></div>0% No Progress</div>	<div><div></div>100% Accomplished</div>	<div><div></div>Continue/Modify</div>	<div><div></div>Discontinue</div>









Goal 2: We will guarantee that all students will perform at or above grade level.





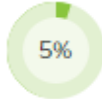







Performance Objective 1: All Pre-K - 6th-grade learners will be provided high-quality Tier I instruction aligned to the TEKS.





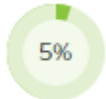











HB3 Goal

Evaluation Data Sources: STAAR data, response to intervention data, district universal screener data, district professional learning, and campus professional learning opportunities.

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Educators will utilize weekly collaborative team time (PLCs) using the PLC protocols and design/extra planning days to unpack high-priority learning standards, review data, assess student work create common assessments, plan for intervention and enrichment, and professional learning. Strategy's Expected Result/Impact: Educators will design high-quality Tier I instruction. Educators will design quality intervention and enrichment to meet the needs of all learners. Grade levels will have weekly documentation of collaborative planning agendas, design day agendas, unit planners, common assessment data, and lesson plans for intervention. Educator will use STAAR 2.0 blueprint to backward design lessons. Effective use of protocols with teams. Increased collective efficacy. Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Educators Title I: 2.4, 2.5, 2.6 Funding Sources: Educator Substitutes for Design/Planning Days (PreK-6th Grade) - 211 - Title I, Part A - \$5,600		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Educators will develop collaborative ownership of all students in a grade level through discussions of student progress, goal setting, and assessment results in staff/grade level/PLCs as well as MTSS. (Not my class mentality) but an (ALL Means ALL Mentality) Strategy's Expected Result/Impact: PLC agendas, minutes, lesson plans, formative assessments, Benchmarks, and STAAR.		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. K-3, Admin, and other identified educators will utilize Texas Reading Academy to implement evidence-based practices. Strategy's Expected Result/Impact: Educators and administrator will increase their knowledge and implementation of evidence-based literacy practices in order to impact student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Educators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: We will implement structures and processes for our educators to take part in learning walks (within and outside of our campus) in order to collaborate and increase their instructional knowledge. Strategy's Expected Result/Impact: Educators will be able to have real-time professional learning The instructional coach will be able to debrief with educators after learning walks Instructional strategies can be implemented quickly Collaboration among colleagues (within and outside of our campus) Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Big Springs Elementary will host a Parent and Family Curriculum Night in the spring to share the instructional Math, Reading, and Science (STEM) strategies, activities, and learning progressions. We will work to equip parents with tools and instructional strategies that will help them work with their children in the area of reading, math, and science as well as expose parents to STEM. Strategy's Expected Result/Impact: A common mathematical language used at school and home will impact student achievement. Create the home/school connection The partnership between schools and families will impact student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches/ ILT Title I: 2.4, 4.1, 4.2 Funding Sources: Extra Duty Pay/Resources - 211 - Title I, Part A - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 6 Details	Reviews			
Strategy 6: We will utilize Instructional Coaches to facilitate collaborative planning, provide educators with coaching feedback, and model effective lesson and instructional strategies. Strategy's Expected Result/Impact: T-TESS Walkthrough Data; Educator Reflections, Instructional Coach Schedule; Educator Conferences Staff Responsible for Monitoring: Principal, Assistant Principals Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: We will Implement a leadership team book study on culturally responsive instruction. Strategy's Expected Result/Impact: Learner achievement, learner feedback, educator reflections, educator feedback Staff Responsible for Monitoring: Principal, Asst Principals, and ILT members Funding Sources: Bright Ribbons: Culturally Responsive Teaching in the Elementary Classroom, Campus Funds (\$400) - 199 - General Fund - \$400	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: All professional staff will complete 6 hours/update of Advanced Learning Professional Development. Strategy's Expected Result/Impact: Increased awareness of student needs/resources Implementation of strategies to support advanced learners Staff Responsible for Monitoring: Principal Assistant Principal Counselor, Teachers Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
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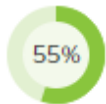











Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 2: We will use different qualitative and quantitative data points to analyze and respond to the needs of all learners.

Evaluation Data Sources: Evaluation Data Sources: STAAR data, response to intervention data, district universal screener data, collaborative team time data (pre and post-assessments, common formative assessments), learning walks, walkthroughs, learner data notebooks

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Use Performance Assessments and MAP Assessments to monitor and evaluate student progress towards mastery of grade-level standards. Strategy's Expected Result/Impact: Lesson plans that incorporate TRS and Lead4ward instructional strategies Improved student performance Staff Responsible for Monitoring: Staff Responsible for Monitoring Principal, Assistant Principals Instructional Coach Educators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Evaluate and monitor all student groups measured for accountability using MAP, mClass, and district assessment data. Strategy's Expected Result/Impact: Improved student performance on state-required assessments Goal setting with students to show student growth Review of performance data by student groups & by the teacher each 9 weeks Branching Minds utilized for interventions and progress Staff Responsible for Monitoring: Staff Responsible for Monitoring All staff Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				





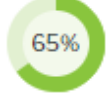



Strategy 3 Details	Reviews			
Strategy 3: Educators will use Performance Assessments and MAP Assessments to monitor and evaluate student progress toward mastery of grade-level standards Strategy's Expected Result/Impact: Lead4Ward Heat Maps to support teaching and learning Analysis of MAP data to support teaching and learning TXNSI for 5th and 6th-grade math teachers Staff Responsible for Monitoring: Staff Responsible for Monitoring All staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Equip teachers on how to communicate MAP growth reports with parents in order to bring parents into the learning process. Strategy's Expected Result/Impact: Utilize MAP as a tool for academic growth in the home Improve parent and teacher alignment Staff Responsible for Monitoring: Principal, Asst Principals Instructional Coaches, Teachers/Educators	Formative			Summative
	Nov	Jan	Mar	June
				
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



Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 3: By the end of the 2022-2023 school year, 3rd-6th grade Reading and Math performance will increase to 10-20% in the 'meets' or 'masters' achievement band for state and district assessments.

Evaluation Data Sources: Performance Assessments, MAP, STAAR SIM, and STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize district-wide professional development days and early release days to support and train teachers on how to analyze data to inform instructional decisions in the classroom. Strategy's Expected Result/Impact: Implementation of data analysis processes and protocols Students will meet or exceed performance Growth Goal Staff Responsible for Monitoring: Principal & ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Reading and Math interventionists as well as teachers to support tier 3 students documented weekly in branching minds. Strategy's Expected Result/Impact: Design accelerated instruction for HB4545 Groups Effective and efficient tracking Tier 3 student intervention groups Staff Responsible for Monitoring: Math and Reading Interventionist, teacher, and admin Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: Planning will include opportunities to design strategies that will differentiate the learning for all students. Lessons will be planned in collaboration with the GT teacher to meet the needs of ALL students. Strategy's Expected Result/Impact: Intentional planning for enrichment opportunities as well as interventions will increase student performance. Staff Responsible for Monitoring: Admin Team Teachers Support Staff GT/Advance Learning teacher Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Vertical/Academic team meetings will meet monthly to ensure the alignment of each content area and to share effective strategies to meet the needs of all learners across the campus. Strategy's Expected Result/Impact: Vertical Collaboration/ planning will increase Staff Responsible for Monitoring: Vertical/Academic Team Admin Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Educators will Implement and monitor the instructional priorities using Lead4Ward strategies, STAAR 2.0, and the teacher competencies, align and maintain written, taught, and assessed curriculum at grade levels PreK-6th grade and in all subject areas (, Lead4ward,) Strategy's Expected Result/Impact: Improved student performance observed through TTESS walkthrough/ observation and assessments (STARR/MAP/formative/district). Lesson plans incorporate Lead4ward instructional strategies. Staff Responsible for Monitoring: Principal, Assistant Principals Instructional Coach Educators	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 4: We will implement a systematic approach to develop new and existing programming for special education services to ensure quality instruction and service supports for ALL students

Evaluation Data Sources: Special Education planning agenda, TTESS walkthrough/observation data minutes, lesson plans, STARR and MAP assessments.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Provide resources to staff to improve the academic and behavioral success of students with disabilities in our centralized program (PASS/SDC) Strategy's Expected Result/Impact: Students meet or exceed expectations with Performance Growth Goals. Increase the amount of time PASS students in general education classrooms. Staff Responsible for Monitoring: ILT T&L support staff Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund, Stem robotics, Reading and Math approved curriculum for tutoring/ intervention/supplies - 199 - State Compensatory Education - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 5: Ensure 100% of English Learners (EL) students will make progress towards an advanced to advanced high proficiency in Reading, Writing, Listening and Speaking. EL students will meet all passing standards for all district and state assessments.

Evaluation Data Sources: TELPAS assessments, (STARR, MAP,)and district assessments. Teacher Lesson Plans.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement ELlevation and ensure all teachers progress monitor and adjust to meet needs of students Strategy's Expected Result/Impact: ELlevation usage reports will be used to progress monitor and support learning Staff Responsible for Monitoring: Principal & ILT EL teacher All classroom teachers Title I: 2.4, 2.6 Funding Sources: Stem robotics, Reading and Math approved curriculum for tutoring/intervention/supplies - 199 - State Compensatory Education - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure teachers have training in working with EL students including: a. Best practices b. ELPS c. RtI for ELs Strategy's Expected Result/Impact: Performance Growth Goals PD transcripts PLC notes Staff Responsible for Monitoring: Principal & ILT EL teacher All classroom teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 6: Implement the MTSS Framework (Multi Tiered Systems of Support) and its components school wide.

Evaluation Data Sources: RTI/ SST (Student Success TEAM) Calendar, BSE MTSS/RIT Protocols, Lesson Plans (ITiME Expectations). PLC's agenda,

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All K-6 teachers will be trained on the implementation of Branching Minds that serves students Strategy's Expected Result/Impact: RIT/MTSS core team will serve as trainers and facilitators Teachers will implement the RTI/MTSS process to support intervention Staff Responsible for Monitoring: ILT- Principal, Assistant Principals, IC, Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement MAP (Growth Assessment three times a year) Strategy's Expected Result/Impact: Analysis of universal screener data and compare with specific learning needs for all students. Staff Responsible for Monitoring: Principal, Assistant Principal, IC, and teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure all students are present and on time to daily to school. Strategy's Expected Result/Impact: Discussed during MTSS Meetings A2A Conferences with parent and administrator Attendance awards at campus assemblies Ensuring every student has an adult connection Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
				


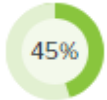














Strategy 4 Details	Reviews			
Strategy 4: Educators will Implement the academic/Behavior RTI/MTSS framework to monitor student interventions. Strategy's Expected Result/Impact: Monitoring of student tiers throughout the year MTSS process with weekly MTSS meetings rotating grade levels every 6 weeks Branching Minds are utilized for monitoring/goal-setting purposes Staff Responsible for Monitoring: Staff Responsible for Monitoring Principal & ILT Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 7: Learning experiences will be routinely differentiated to meet the unique needs of each student.

Evaluation Data Sources: RTI/ SST (Student Success TEAM) Calendar, BSE MTSS/RIT Protocols, Lesson Plans (ITiME Expectations). PLC's agenda.

Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
Strategy 1: Teachers will use weekly formative assessments to determine student's proficiency and mastery level on selected TEKS. Strategy's Expected Result/Impact: Expose students to a variety of formats to measure progress towards mastery. Greater performance of mastery on district and state assessment Staff Responsible for Monitoring: Teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will employ effective strategies to differentiate and individualize learning for all students. These strategies include but are not limited to: Curriculum Compacting, acceleration, flexible grouping, multi-level learning, and tiered assignments. Strategy's Expected Result/Impact: Improved mastery and student performance on standardized and performance-based assessments Staff Responsible for Monitoring: Teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The administrative team will conduct a minimum of 5 classroom visits weekly to provide feedback, observe differentiation strategies, and connect and build relationships with staff and students. Strategy's Expected Result/Impact: Improved instruction as a result of feedback. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

















Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 1: We will develop a culture that will help to develop, retain and recognize highly motivated staff in order to provide meaningfully instruction for students and meet the Vision and Mission of the district.

Evaluation Data Sources: Staff Climate Survey
Professional Development feedback from teachers

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Collaborate in PLCs to foster professional growth in all teachers; focus on professional development that supports our instructional focus and helps teachers see connections between their learning and student performance. Strategy's Expected Result/Impact: Provide engaging models of innovative techniques for all staff in attendance for PLC's Highlight best practices. Improved teacher feedback and Improved student performance Walkthrough data, Planning meeting agendas Educators in the New Teacher Academies Academy will be supported (mentor and buddy program) a. TRS b. PLC (4 questions) c. Lead4Ward Strategies for planning instruction and data analysis d. Technology Integration e. PBIS/Equity Staff Responsible for Monitoring: Principal, Assistant Principal IC, and educators Title I: 2.5 Funding Sources: PLC Conference/ Professional Development - Solution Tree - 211 - Title I, Part A - \$4,500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Recognize and celebrate the dedication and accomplishments of staff including leadership opportunities, professional development participation, and facilitation. Strategy's Expected Result/Impact: Create and execute a year-long morale calendar, celebrate best instructional practice in PLCs Staff Responsible for Monitoring: ILT, Admin, and teachers Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development targeted to teachers' needs and aligned with T-TESS goals. Provide opportunities for teachers to develop through qualitative feedback to enhance instructional delivery. TTESS walk-throughs and feedback are conducted at least four times per semester. Strategy's Expected Result/Impact: Efficient and effective feedback to teachers Improvement in lesson design and delivery Staff Responsible for Monitoring: Principal, AP, ILT and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: We will use the RISD Teacher Competencies to recruit and retain, interview, and support highly- qualified and diverse teachers/staff who meet the needs of our campus. 1st and 2nd-year teachers will participate in RPM program. New hires will be provided mentors or peer buddies. All new hires will complete asynchronous sessions through the district New Hire site. Strategy's Expected Result/Impact: Increase/ improve teacher retention and diverse demographic representation in BSE hiring. Staff Responsible for Monitoring: Instructional Coaches, mentors, and teachers Principal, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: We will continue to encourage a high rate of participation in the Staff Climate Survey and review results to drive decision-making. Strategy's Expected Result/Impact: Expected Result/Impact 100% completion rate Staff Responsible for Monitoring: Principal ILT	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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



Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 2: In order to promote a culture of collective efficacy, our teachers will participate in the hiring process by being a part of the interview team. We will recruit educators that fit our campus beliefs and place an emphasis on building positive relationships with students and colleagues.

Evaluation Data Sources: Staff Climate Survey

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: We will utilize campus teams to conduct interviews with a systematic approach to finding qualified candidates. Strategy's Expected Result/Impact: Candidates screened and recommended for hire in an equitable and systematic way Staff Responsible for Monitoring: ILT Additional staff members as needed Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Recruit and select highly qualified teachers by screening applicants utilizing tools provided by the district Strategy's Expected Result/Impact: Hiring and retaining strong teachers and support staff. Staff Responsible for Monitoring: Admin and Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Promote a positive school culture by providing opportunities to build relationships and recognize one another. Faculty highlights in the PEEK of the WeeK announcements. Teacher Shout Outboard off-campus Team Building event Team Building Activities Monthly Snacks provided by PTA for staff meetings Strategy's Expected Result/Impact: Positive School Culture Staff Responsible for Monitoring: Admin and Leadership Team, PTA	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Promote a positive school culture through recognition of teachers in the weekly newsletter to staff and by recognizing a teacher of the month. Strategy's Expected Result/Impact: Increase Moral and Positive School Culture Staff Responsible for Monitoring: Admin and Leadership team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.









Performance Objective 1: Increase links between home and school by providing systemic opportunities for parent engagement













Evaluation Data Sources: RISD Parent Survey Results

Conference Logs

Attendance Logs

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Promote positive parent relations and maintain parent engagement by providing multiple opportunities for parents to participate and volunteer in campus events with emphasis on building connections so that our students continue to grow and succeed. Strategy's Expected Result/Impact: Increased parent involvement in assemblies, programs, and events including: Curriculum Night Campus Carnival Career Day Spirit Nights Monthly Goody Days Staff Responsible for Monitoring: All staff Title I: 4.2 Funding Sources: Food and curriculum materials - 211 - Title I, Part A - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue partnership with local PTA unit to increase membership and participation Strategy's Expected Result/Impact: 100% Staff Membership Voice for every child Increased parent membership/participation Staff Responsible for Monitoring: All staff Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide parent information in the areas of SEL and digital literacy through counselor, principal and teacher communications Strategy's Expected Result/Impact: Increased positive responses on Climate surveys Staff Responsible for Monitoring: Staff Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Develop and implement awareness and engagement opportunities to support Future Ready: STEM for ALL Strategy's Expected Result/Impact: Students and families have positive perceptions of STEM Students and families have greater understanding of college/career options Increase in student positive responses on Student STEM survey Staff Responsible for Monitoring: Staff Title I: 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 2: Enhance communication processes to provide stakeholders with timely, effective and reliable communication.









Evaluation Data Sources: Blackboard Communication System









Parent Survey Results

EOY BSE Parent Survey

BOY and EOY Staff Climate Survey

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize multiple means of communication a. Blackboard Connect- Calls, email, and texts b. Bobcat Bulletin- Smore Newsletter c. Class communications (Dojo, Seesaw, newsletters, Remind) d. Teacher conferences, emails, phone calls home e. Twitter Strategy's Expected Result/Impact: Improved communication Increase in positive responses Staff Responsible for Monitoring: All staff Title I: 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Expand community partnerships in support of students and initiatives Strategy's Expected Result/Impact: Build relationships with businesses and associations to publicize the needs of our campus while promoting fellowship amongst local organizations. Spirit Nights in Community/Businesses Sponsorships (Desperadoes - Kinder t-shirts) Cub Scouts Business partner on the Site Based Decision Making Committee Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: The instructional leadership and campus leadership teams will meet twice a year to analyze campus survey data to identify teacher morale and student behavior trends and make adjustments to improve teacher morale and address student behavior. Strategy's Expected Result/Impact: Review and address trends on teacher morale, Increase teacher/staff morale by addressing areas identified in the red areas of the survey. Improve student behavior by making adjustments to the campus PBIS procedures. Staff Responsible for Monitoring: Principal, Assistant Principals, ILT, CLT, and other staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				













Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

Performance Objective 1: Operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement.

Evaluation Data Sources: Audit reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: We will create a plan with specific dates to ensure all employees receive training on proper money handling procedures (fall & spring training); manage and monitor the budget throughout the year. Strategy's Expected Result/Impact: Positive audit Compliance with district policies for money handling. August 2022 and Jan 2023 Staff Responsible for Monitoring: Principal Asst. Principal, Exec Asst Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will identify additional funding sources to support campus initiatives . Strategy's Expected Result/Impact: Part-time tutor (Tier 2/3 students) Additional planning/PD time for teachers (pay for subs) Staff Responsible for Monitoring: Principal Asst Principal Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

















Strategy 3 Details	Reviews			
Strategy 3: We will provide training and support for all support staff processing POs, sub payments, etc to ensure staff is following proper policies and procedures. Strategy's Expected Result/Impact: Ensure that we follow all district, state, and federal funding policy Staff Responsible for Monitoring: Principal, Asst. Principal, BSE Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: We will diligently seek out qualifying grants, donations, and business partnerships that align with our school mission and help improve student outcomes. Strategy's Expected Result/Impact: Seek funding that aids in improving student outcomes. Encourage teachers and staff to seek out grants to assist with classroom Staff Responsible for Monitoring: Principal and Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: We will ensure that our facilities and infrastructures adapt to support our mission.

Performance Objective 1: Provide a safe, comfortable, and well-maintained environment at all campuses

Evaluation Data Sources: Student and Parent Climate Survey

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Introduce safety protocols via Safety Week (August 29-September 2). Provide monthly safety drills of emergency procedures and participate in "I Know What To Do Days" (Live Wise, Live Healthy) in October, December, February, April. Communicate safety drills to families in the weekly newsletter and through Blackboard Connect. Strategy's Expected Result/Impact: Students and parents feel the school is safe and prepared measured by student/parent survey. Staff Responsible for Monitoring: Principals, Nurse Title I: 4.1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement and monitor a campus wide dress code policy for staff and students Strategy's Expected Result/Impact: Review dress code with student body during Bobcat Camp in September and January Review RISD Professional dress code policy with staff during Welcome Week Staff Responsible for Monitoring: Principals and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: We will implement and hold students accountable to the RISD Cell phone policy that's outlined in the student code of conduct. Strategy's Expected Result/Impact: During welcome week Review the cell policy with staff. Review Cell policy with students during Bobcat Bootcamp (student expectations assembly with Admin). Review during PBIS refresher. Staff Responsible for Monitoring: Admin and teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: We will ensure that our facilities and infrastructures adapt to support our mission.

Performance Objective 2: Provide a secure, safe, and visible campus environment

Evaluation Data Sources: All visitors enter through the front office and are Raptor'd
Weekly security checks on exterior doors
Survey Data

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Train staff regarding the security measures and expectations for student privacy. All visitors enter through the front office and are Raptor'd. Strategy's Expected Result/Impact: Ensuring all students are provided a safe environment and all student information is secure. Staff Responsible for Monitoring: Principal Title I: 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 6: We will ensure that our facilities and infrastructures adapt to support our mission.

Performance Objective 3: Update CIP Quarterly to show progress.

Evaluation Data Sources: Student data
Climate Surveys
Safety Drills
Focus - Attendance and Referrals

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: During ILT/admin meetings review and update CIP (November 18, January 27, March 31, June9) using above evaluation data sources. Strategy's Expected Result/Impact: CIP remains updated and relevant.		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

State Compensatory

Budget for Big Springs Elementary

Total SCE Funds: \$1,500.00

Total FTEs Funded by SCE: 4.65

Brief Description of SCE Services and/or Programs

Tutoring resources and incentives for our at-risk students to increase academic growth and provide school motivation. Funds also to help fund supplies for any at-risk students.

Personnel for Big Springs Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Castille, Toni	Site Coordinator I	0.75
Kotzen, Tracie	Teacher	1
McMenamy, Megan	Teacher	0.9
Nichols, Lauren	Instructional Coach	1
Rawlings, Brandy	Instructional Coach	1