

Santa Fe Independent School District
Barnett Elementary
Campus Improvement Plan
2020-2021



Mission Statement

Barnett Braves will strive for excellence through collaboration, communication, and compassion.

Vision

Building the BEST at Barnett!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In 2019-2020, Santa Fe ISD was a 5-A district serving approximately 4528, decreased from 4,602 students in 2018-2019.

The 4528 students were at the following campuses:

- Roy J. Wollam Elementary (grades PK-5)
- William F. Barnett Elementary (grades PK-5)
- Dan J. Kubacak Elementary (grades PK-5)
- Santa Fe Junior High (grades 6-8)
- Santa Fe High School (grades 9-12)

Enrollment

The district experienced a 6.34% increase in enrollment between 2010 and 2018 with campus enrollment numbers mirroring this increase. However, since 2018, the district has seen a 6% decrease in enrollment numbers.

Barnett had an average enrollment of 718 in 2019-2020.

Elementary Campuses had an average enrollment of 2184 in 2018-2019 and decreased to 2147 in 2019-2020.

In 2019-2020, we had the following number of students in each grade level:

EE - 61

PK - 109

K - 317

1st - 310

2nd - 349

3rd - 312

4th - 341

5th - 348

Economic Disadvantaged

The district decreased from 45.33% Economic Disadvantaged in 2018 to 45.19% in 2019 on the snapshot date.

Barnett had a 47.91% Economic Disadvantaged enrollment in 2019.

Ethnicity

The district is comprised of approximately 74% White students, 23% Hispanic students, 1.7% 2 or more races, with 1.3% other races. Campus ethnicity mirrors the district.

Student Groups

The district had 213 ESL students in 2019 at snapshot (4.7%). There were 544 students receiving special education at 12.01% and 165 students identified as having dyslexia which is 3.64%. 70.52% of our students participate in the schoolwide Title 1 program. 50.77% of students are identified as "at-risk" and 1.06% are homeless.

Barnett had 29 ESL students, 99 Special Education Students, and 244 at-risk students in 2019-2020.

Elementary saw a minor decrease in their ESL populations in 2019-2020. The number decreased from 124 to 122. The Special Education population increased by 99, and the at-risk student group decreased by 212.

Attendance

The district attendance average in 2018-2019 was 94.6%. In 2019-2020, the district attendance average was 96.27%(*Covid-19 perfect attendance for the 4th quarter). Chronic absenteeism is highest in Pre-K, 9th, and 12th grade. Chronic absenteeism is defined as students with 15 or more absences.

Barnett had had an average of *96.54% in 2019-2020.

The district attendance target is 96%.

Student Achievement

Student Achievement Summary

A comprehensive needs assessment was conducted on July 21, 2020. It was facilitated virtually at the district level by the Director of Federal and State Programs. Each campus had a team comprised of teachers, instructional coaches, administrators, and parents. The district team was comprised of coordinators and directors. Several different pieces of data were analyzed, including, survey data, graduation data, Interim, Middle of the Year test data, etc.

Elementary Reading, Writing, and Math:

Interim (November)

- 3rd through 5th grade scored higher on the Fall interim in 2019 than on the Fall interim in 2018:
 - Overall 3rd- Grade Math was 13 points higher on the Fall interim assessment this year as compared to last year.
 - Overall 4th Grade Math was 12 points higher on the Fall interim assessment this year as compared to last year.
 - Overall 5th Grade Math was 5 points higher on the Fall interim assessment this year as compared to last year.
 - Overall 3rd Grade Reading was 18 points higher on the Fall interim assessment this year as compared to last year.
 - Overall 4th Grade Reading was 2 points higher on the Fall interim assessment this year as compared to last year.
 - Overall 5th Grade Reading was 9 points higher on the Fall interim assessment this year as compared to last year.

MOY (Middle of the Year Benchmark - released STAAR test) (March 2020)

- 5th grade overall scored higher on the 2020 MOY than on the 2019 MOY:
 - 5th Grade Math was 3 points higher
 - 5th Grade Reading was 4 points higher
 - 5th grade Math and Reading met overall growth targets at MOY testing time!
 - BAS (Benchmark Assessment System) - Measures individual reading levels
 - Growth seen for Barnett and RJW in Kindergarten between the BOY and the MOY. Kubacak Kindergarten is an area of concern.
 - Huge growth seen for Barnett, Kubacak, and RJW in 1st grade between the BOY and the MOY.
 - Growth seen for Kubacak and RJW in 2nd grade between the BOY and the MOY. Barnett 2nd grade is an area of concern.
 - 4th grade Writing is a concern and priority.
 - Students groups to continue to focus on: Special Education, ESL, Economic Disadvantaged

Student Groups

Special Education

- 544 students district wide (up from 492 the previous year)
- Special Education continues to be an area of academic focus

ESL

- 213 total students in 19-20 (up from 199 the previous year)
- ESL made improvements this school year in Math but continues to be an area of focus in Reading

Current breakdown of GT students:

- **Elementary – 47**

School Culture and Climate

School Culture and Climate Summary

Core Values

- *Create a student-centered environment**
- *Inspire learning**
- *Cultivate a "we" culture**
- *Strive toward excellence through continuous improvement**
- *Build meaningful, trusting relationships**

School Culture

Santa Fe ISD strives to create a culture of learning throughout the district.

Professional Learning:

Campuses are in various stages of the development of Professional Learning Communities. The campuses and district leadership collaboratively work toward the development of highly effective professional learning communities.

- Teachers focus on professional learning and peer collaboration for the purpose of professional growth that directly impacts increased student achievement.
- All campuses have participated in professional growth opportunities through Learning Forward.
- All campuses utilize time built into the day to address both staff and student needs and for professional growth and peer collaboration.
- Campuses provide academic intervention in a variety of ways to ensure student success (after-school and before-school tutorials, advisory, etc.).

2019-2020 Professional Learning

- Focus on Strengthening of Literacy in ALL ELA Classrooms

- Elementary Campuses- Mini Lesson Refinement in Calkins
- Based on Math Audit, Professional Learning in:
 - Grades K-12 Focus on Math Discourse Strategies with support from Region 4
 - 2020-2021 Evaluating Math Discourse in K-12 and Developing Small Group Instructional Practice
 - Common goals and strategies with the Instructional Coaching Model

Instructional Coaching:

Each campus has a Math/Science and a Reading/Social Studies Instructional Coach. The coaching model was implemented in 2018-2019. There are two Instructional Coaching Coordinators and all coaches have received cognitive coaching training. Whole group and individual coaching cycles for core academic areas occur on each campus.

School Climate

The district has implemented the following.

- Parent, staff, and student surveys were sent out two times during the year. Responses were analyzed and needs identified.
- A SEL curriculum was adopted and implemented in 2019-2020.
- Positive Behavior Support (Tribal Creed) at each campus: The consistent focus on positive behaviors lends consistency across campuses for student behavior. Administrators and counselors provide ongoing training for teachers and students in order to reinforce positive character traits.
- PBIS was implemented in 2019-2020.
- Threat assessment teams were created at each campus to implement the district's threat assessment policy and procedures.
- Counselors provide grade-appropriate information to students regarding topics such as anti-bullying, healthy relationships, suicide prevention, and the prevention of drug and alcohol abuse.
- Counselors and campus administrators are interacting throughout the day in both high traffic areas and individual student conferences in their effort of ensuring the safety of all SFISD students.
- Wellness counselors were added to each campus in 2018-2019.
- Advisory groups at each campus provide feedback to campus administrators and to the superintendent.
- Each campus has an instructional leadership team as well as a site-based decision making committee to make decisions, lead change, and set and monitor goals.

Survey Results

Elementary Areas of Strength

Overall, the elementary survey data is very positive. The highest rated areas include:

- Children feel like they belong
- Parents feel comfortable talking about their child's behavior
- The buildings are clean and maintained
- Parents feel like attendance is important
- Parents feel their children are valued by their teachers
- Parents feel teachers are available

Elementary Areas for Improvement

Areas for concern:

- My child's school principal and admin staff make themselves available to me when I am unable to solve a problem with a teacher
- My child's school counseling staff is friendly and show willingness to help solve problems
- My child's school counseling staff make themselves available to me when I need assistance

PBIS, School Culture, Social Emotional Learning

- Initially in 2019-2020 school year, ALL SFISD campuses have a PBIS team comprised of administrative support, grade level support, and special programs support.
- District Sub-Committee for Long Range Planning developed after Initial FALL District LRP Committee and have hosted 4 meetings to develop a 3-year District Plan
 - 2020-2021 - All campuses will have campus goals to support programmatic development
 - All PBIS campus teams are established and will implement structures, procedures, and strategies to enhance student achievement (emotionally and academically)
 - **Social Emotional Learning**
 - 2019-2020- Launched the Social-Emotional Curriculum 7 Mindsets
 - Teacher resources were provided to deepen their learning and connect Social Emotional Learning to classroom culture
 - Monthly themes and lessons were planned and taught on each campus with campus counselor support to ALL students PK-12

- Data will be collected on the impact of SEL and campus climate and culture
- Community and Parent Outreach will be incorporated to create an inclusive culture and community within the city of Santa Fe ISD and the SFISD district.
- **School Culture Data**
 - School Culture is a key lever in the Effective School Framework and incorporated in campus plans
 - School Culture Data Trends
- Overall Data Trends from School Culture Data
 - Elementary campuses all maintained positive climate results throughout the virtual learning environment (Parents, Students, and Employees)

Discipline

- **Referrals *19-20 referrals stopped in early March so numbers should be substantially lower**
 - **Barnett:** 80 office referrals (113 in 18-19)
- **2019-2020 DAEP Assignments: 80 total (1 at Barnett)**
- **ISS (In School Suspension): (75 Barnett)**
- **OSS (Out of School Suspension) (6 Barnett)**

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

(Data below is based on the 2017-2018 TAPR Report)

Total Staff: 609

Professional Staff

- Teachers: 269
- Professional Support: 77
- Campus Administration (School Leadership): 16
- Central Administration: 7

Educational Aides: 57

Auxiliary Staff: 182

Total Minority Staff: 86

Teachers by Ethnicity and Sex

- African American: 1
- Hispanic: 20
- White: 247
- Asian: 1
- Males: 48
- Females: 220

Teachers by Highest Degree Held

- Bachelors: 218
- Masters: 49
- Doctorate: 1

Years of Experience

- Beginning Teachers: 14
- 1-5 Years Experience: 80
- 6-10 Years Experience: 65
- 11-20 Years Experience: 82
- Over 20 Years Experience: 26

Number of Students per Teacher: 17

Average Years Experience of Teachers: 9.9 yrs.

Average Years Experience of Teachers with District: 6.7 yrs.

Average Years Experience of Principals: 5.8 yrs.

Average Years Experience of Principals with District: 4.3 yrs.

Average Years Experience of Assistant Principals: 6 yrs.

Average Years Experience of Assistant Principals with District: 4.3 yrs.

Turnover

Turnover rate for teachers: 15%

SFISD experiences a high retention rate for teachers. Many of the teachers are also graduates of SFISD and have remained in the area and currently serve their community as professional educators. In order to better meet the challenges of educators new to the profession and to increase new teacher retention rates, SFISD has a New Teacher Mentoring Program and employs a part-time professional who monitors and assists new teachers as needed. In addition, SFISD offers high quality job embedded professional learning opportunities, teacher leadership opportunities, and collaborative campus cultures to retain teachers and improve instruction.

Santa Fe ISD hosts a job fair at the Cowan administration building each school year.

SFISD is 100% highly qualified per Every Student Student Succeeds Act (ESSA) guidelines.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SFISD curriculum and instruction documents are created from clustered TEKS strands within the TEKS Resource Management System for most classes. RLA curriculum and instruction documents are created from best practices provided by researchers at Ohio State University and Teacher's College at Columbia University. Pre-AP and AP classes work in conjunction with TEKS Resource Management System and College Board. By TEA and other accountability measures, the standards are vertically and horizontally analyzed, organized, and scaffolded to meet the grade level expectations for successful student achievement. Curriculum documents are organized in the following forms within our district: Year At a Glance (YAG)-provides a four-square overview of what TEKS/standards are covered within each nine-weeks, Week At A Glance (WAG) – provides a clear unit parameters, assessments schedule, and Power Standards for each nine-weeks, Unit Planning Guides- provides a framework and protocol for teachers to backwards design instruction with multiple pathways, Instructional Planning Guides –provides a framework for instruction that happens each day. District assessments of tested state standards are aligned to the TEKS/standards and a framework is used to assist in this alignment.

Vehicles for learning are provided throughout our district's various platforms. Learning can be accessed and facilitated in the following ways: physically-classroom environment; or electronically/virtually- CANVAS (Learning Management System) or Microsoft Office 365. Our classrooms tend to use a hybrid approach for facilitating learning to meet the needs of our digital learners.

Professional Learning Communities (PLCs) are organized on each campus. The relevance of these communities is to maximize the capacity of adult learning. Learning is ongoing, systemic, and based upon the cycle of continuous improvement. IC maps are being developed to help measure the impact of the work.

During the 2020-2021 school year, the District will continue the implementation of Readers and Writers Workshop. Students learn within the framework of Balanced Literacy and grow as a readers, writers, speakers, and listeners. The workshop model allows students to be at the center of their literacy adventure with an exposure to areas of high interest for individual learners.

Math, Science, and History will continue to focus upon creating literate learners within their content. Texas Essential Skills and Knowledge (TEKS) Resource subject experts visited Santa Fe ISD multiple times this year to assist in our curriculum management to refine and design relevant pathways across grade levels to create clearer avenues for student success.

The Instructional Coaching Model continues for the 2020-20221 school year, and teachers have access to and support from subject specific instructional coaches to assist teachers in reaching their instructional goals resulting in higher student achievement.

Various learning cohorts and academies were formed within the District to strengthen and reinforce our learning systems for academic success. Principals, assistant principals, teacher leaders, and other teacher representatives participated in book studies focused upon field related work in order to develop common practices and procedures to support adult and student learning.

The Effective Schools Framework, based on the work of Paul Bambrick Santoyo, was introduced at the end of the 18-19 school year. This framework was revisited during the needs assessment and is the basis for all of our goals and strategies in the 2020-2021 school year.

Parent and Community Engagement

Parent and Community Engagement Summary

SFISD supports family engagement through counselors and campus family engagement committees to promote activities that encourage lifelong learning and student success. The district increased parental involvement in 2019-2020 by including campus activities to meet parent needs. Activities included:

- Transition parent tours and additional scheduling counseling
- Increased formats of communication between parents and teachers
- District Parent Involvement Committee
- Campus Parent Involvement Committees
- Tribe University
- District and campus survey data utilized to continually improve
- Coffee talks by the counselors and instructional coaches available to parents
- Increased written communication to parents
- Parent/Teacher Organizations (PTO)
- Booster clubs
- SFISD Education Foundation
- Parent Advisory groups
- Parent conference and open house activities to encourage collaboration between parents, teachers, and students
- Family nights such as ESL Night, Math and Reading Nights, College Night
- Maintain an open and collaborative relationship with community members by working closely with the Education Foundation
- Promote campus activities, share student accomplishments, and provide district news by publishing a newsletter for the community
- Host special events during athletic games to encourage community support
- Promote community involvement by collaborating with parents and supporting Homecoming activities
- Actively support students with special needs by promoting Special Olympics through volunteer opportunities and fund raising

School Context and Organization

School Context and Organization Summary

Santa Fe ISD consists of five campuses.

- All campuses are in close proximity to one another.
- The administration building is central to all campus locations.

Administrative/Counseling Campus Organization

William F. Barnett

- Principal, Destini Martin
- Assistant Principal, Casey Adoor
- Counselor, Laura Timmons

Identified strengths of the SFISD school context and organization are as follows:

- Administrative/counseling organization by campus
- Instructional Support and Special Education support staff
- Targeted Response to Intervention Process (RTI)
- PBIS
- SOAR/Pre-K program is an innovative and effective way of meeting the educational needs of the districts PPCD students along with those of the children of district employees
- Creative Explorers offers the community and SFISD employees reliable child care before and after school
- All campuses provide Professional Learning Community (PLC) meeting, learning, and planning time for teachers. Elementary campuses schedule their PLC time during the day on a rotating basis.
- Instructional Coaching
- Teaming

Technology

Technology Summary

- The District faces many challenges from aging computer equipment, equality, and standardization of technology devices between campuses. These challenges are being addressed in the District goals.
 - In 2019-2020, The District refreshed student computers for kindergarten and first grade. These computers will give the younger students the ability to use devices like a tablet or a full laptop.
 - In 2016-2017, the District implemented a 1-1 ratio of devices to High School students in core curriculum classes. Devices were distributed to the JH and elementary levels. As time passes, these devices need to be refreshed. Technology is evolving rapidly, which means students' devices need to be replaced and upgraded on a continual cycle. The District uses campus pilot programs to evaluate new devices and software as it becomes available to purchase. As programs are developed and refined, successful technology experiences are shared with other campuses.
 - Staff computer refresh is being addressed with several options to standardize devices. The district offers a lease-purchase program that offers support and training to be used in the classroom as well as personal use. The devices offered in the lease program also interface with the district's touch screens.
- Cybersecurity is a top priority for Santa Fe ISD. We have implemented a plan to include a person that is in charge of reporting and identifying any security data breaches. This person is our District Technology Compliance member and gets daily reports to address these issues. If an issue arises she will notify the proper authorities and staff that is directly affected according to the guidelines address from TEA and SB802.
- 2019-20 The Technology staff is moving into a training position to work with staff and students to teach how to fully use the technology in the classroom. The department has secured a classroom at Kubacak and hired a former teacher to help meet these needs throughout the District. We have also created a "how-to" section on the web page and has invested in additional training from Canvas, Microsoft and Lightspeed along with other vendors to help meet these needs.
- The district continues to take advantage of cloud infrastructure. With Microsoft Office 365 and Cloud storage will allow students and staff to have access to files and applications from any location with Internet access. With the move to Microsoft's, Intunes Cloud solution will now allow our student to log into the computers as themselves without the log delay of building profiles.
- Canvas, the district's Learning Management System, is used to provide students with a portal to access a variety of instructional tools and materials which include lesson plans, assignments, quizzes, research materials, and a calendar to keep up with due dates. The District is rebooting how we use this system to make sure we are getting the most for the money invested in this program. Including the ability for teachers to have direct access to Canvas for technical assistance using the Chat Tier one support that was purchased for this year.

Goals





Goal 1: Barnett ensures a positive culture of high expectations for all students, staff, families, and the community.

Performance Objective 1: William F. Barnett Elementary is dedicated to building, sustaining, and monitoring a culture of positivity and excellence where students come first. Barnett Braves will strive for excellence through collaboration, communication, and compassion.

Evaluation Data Sources: Parent Survey Data, Teacher Survey Data, Attendance at School Wide Events, Positive Feedback Through Class Dojo

Summative Evaluation: None

<p>Strategy 1: All Staff/Students/Parents will be able to recognize and understand the campus mission statement that centers around our core values and builds from the vision of "Building the BEST at Barnett."</p> <p>Strategy's Expected Result/Impact: 1. Mission statement posted and easily understood by all stakeholders</p> <p>2. Students are able to say the vision statement and understand it</p> <p>Staff Responsible for Monitoring: 1.Martin/Adoor/ Coaches/Team Leads</p> <p>2. All Staff</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 2: Continually build a culture of positivity and excellence where students come first and strive for excellence through collaboration, communication, and compassion.</p> <p>Strategy's Expected Result/Impact: 1. Teams consistently and systematically meet together in many different types of learning situations to collaborate and learn from one another.</p> <p>2. Survey data indicating that the majority of staff and parents feel that there are good systems for communication at Barnett.</p> <p>3. Data indicating decline of behaviors in various settings within the building.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 3: Maintain and Monitor a culture of positivity where staff members have the opportunity to strive for excellence through collaboration, communication, and compassion.</p> <p>Strategy's Expected Result/Impact: 1. Progress made between survey 1 and survey 2.</p> <p>2. Surveys indicate high levels of engagement and student collaboration.</p> <p>3. Progress made between survey 1 and survey 2.</p> <p>Staff Responsible for Monitoring: Martin/Adoor</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4: Build upon the positive culture where students and staff feel a sense of belonging and pride through the implementation of the Barnett BEST House System. Strategy's Expected Result/Impact: 1. Stronger relationships between staff and students Staff Responsible for Monitoring: Martin/Adoor/Staff/Students	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5: Build a school wide positive behavioral system by adopting Class DOJO as our campus wide behavior system and parent communication tool. Strategy's Expected Result/Impact: 1. Points will be counted and rewards earned for the team with the highest positive point count 2. Decrease in behavioral incidents and increase in positive behaviors in all areas of the school. Staff Responsible for Monitoring: 1. Adoor/Martin/All staff 2. Classroom teachers	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: Barnett impacts student achievement positively through high standards of professional learning.

Performance Objective 1: Create a professional learning system to improve practice through a collaborative culture of continuous improvement resulting in increased student achievement.

Evaluation Data Sources: STAAR, Benchmark testing results, Survey Results, Walk-Through data, Coaching data, Observational data

Summative Evaluation: None

<p>Strategy 1: Whether digital or face to face, PLCs follow the Standards for Professional Learning and the Cycle of Continuous Improvement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 2: Administrators review and choose an IC Map to assess the impact of adult learning within professional learning communities. All PLC teams understand the purpose and the use of an IC Map to assess the impact of adult learning within PLCs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 3: Collect all learning designs being used and analyze them for purpose . Teams will systematically choose the appropriate learning design based on data.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

<p>Strategy 4: Coaches collaborate with the administrative team and set personal goals for PLCs and individual coaching cycles that align with current goals. The goal is for coaches and administrators to purposely and systematically use coaching as a way to hold individuals and teams accountable to the continuous improvement cycle that results in increased student achievement.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 5: Teachers take part in the campus goal setting process and new teachers create their own connection to the mission and the vision. Staff share a common understanding of the mission, vision, and values and can model them in the daily life of school.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 6: Teachers have clear professional learning goals to improve their practice.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 7: Leaders understand their role and expectations as team leaders. They also know how to utilize the leadership tool kit in order to guide teams through the cycle of continuous improvement.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Barnett provides strategies for literacy development for all students.





Performance Objective 1: William F. Barnett Elementary is dedicated to improving academic performance in the area of Reading for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Kindergarten, First Grade, and Second Grade will strive to meet 85% of all students reading on grade level. Third Grade will strive to meet 87% AGL, 57% Meets, and 37% Masters. Fourth Grade will strive to meet 86% AGL, 54% Meets, and 36% Masters. Fifth Grade will strive to meet 89% AGL, 58% Meets, and 30% Masters.

Evaluation Data Sources: Local Assessments, State Assessment, Walkthrough, Power PLC Cycle

Summative Evaluation: None

<p>Strategy 1: Improve initial classroom instruction through the collaborative development of instructional planning guides, refinement of Lucy Calkins Units of Study for Reading, small group instruction, individual student conferences, vocabulary acquisition strategies, collaborative structures, high level questioning, and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change</p> <p>2. Walk-throughs/Learning Walks/Evidence of implementation of the Units of Study</p> <p>3. Walk-throughs/Learning Walks/Evidence of implementation of Units of Study and total engagement strategies</p> <p>4. Walk-throughs/Learning Walks/Evidence of best teaching practices</p> <p>Staff Responsible for Monitoring: 1.Martin/Adoor/Grassmuck/ RLA Teachers</p> <p>2.Grassmuck/RLA Teachers</p> <p>3. Martin/Adoor/Grassmuck/RLA Teachers</p> <p>4. Grassmuck</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

<p>Strategy 2: Improve individual progress measures (approaches, meets, masters) by analyzing, tracking, and creating action plans for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. (Domain 2)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/Meets expectations on UBA Check points</p> <p>2. Aware data reports/ BAS progression chart/progress monitoring</p> <p>3. BAS Levels increasing in grades 3-5 students/Increase in Pre and Post SBA Scores/</p> <p>4. Progress measures as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Grassmuck/RLA Teachers</p> <p>2. Martin/Adoor/Grassmuck/RLA Teachers</p> <p>3. Martin/Adoor/Grassmuck/RLA Teachers</p> <p>4. Martin/Adoor/Grassmuck/RLA Teachers/Students</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ Power PLC minutes</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Grassmuck</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 4: Improve individual progress measures for students receiving special education services by analyzing, tracking, and creating action plans using performance data to provide appropriate accommodations and modifications while implementing the inclusive model within the general education classroom. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/weekly IPG's</p> <p>3. Individualized Educational Plan (IEP) Goals</p> <p>4. Special Education students progress measures as indicated on STAAR report.</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Grassmuck/RLA Teachers</p> <p>2. Special Education/General Education Teachers</p> <p>3. Special Education teacher</p> <p>4. Martin/Adoor</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

<p>Strategy 5: Improve individual student progress measures of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. ESL students progress measure as indicated on STAAR progress</p> <p>4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>5. ESL student progress measure as indicated on STAAR report/ELPS posted in classroom</p> <p>6. ESL student progress measure as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: Martin/Adoor/RLA Teachers/ESL Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 6: Improve individual student progress measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans</p> <p>2. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/ Grassmuck/RLA Teachers</p> <p>2. RLA Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Barnett provides strategies for literacy development for all students.

Performance Objective 2: William F. Barnett Elementary is dedicated to improving academic performance in the area of Writing for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Fourth Grade will strive to meet 70% AGL, 40% Meets, and 15% Masters.

Evaluation Data Sources: Local Assessments, State Assessments, Walkthroughs, Writing Rubrics, Power PLC Cycles

Summative Evaluation: None

<p>Strategy 1: Improve initial classroom instruction through the collaborative development of instructional planning guides and refinement of Lucy Calkins Units of Study for Writing, small group instruction, individual student conferences, vocabulary acquisition strategies, collaborative structures, high level questioning, and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Power PLC teams moving through the Cycle of Continuous Improvement agenda to reach second order change 2. Walk-throughs/Learning Walks/Evidence of implementation of the Units of Study 3. Walk-throughs/Learning Walks/Evidence of implementation of Units of Study and total engagement strategies 4. Walk-throughs/Learning Walks/Evidence of best teaching practices <p>Staff Responsible for Monitoring:</p> <ol style="list-style-type: none"> 1. Martin/Adoor/ Grassmuck/RLA Teachers 2. Grassmuck/RLA Teachers 3. Martin/Adoor /Grassmuck 4. Grassmuck 	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 2: Improve individual progress measures (approaches, meets, masters) by analyzing, tracking, and creating action plans for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. (Domain 2)</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Aware data reports/individual classroom data digs and actions plans/team data digs and action plans 2. Aware data reports/ BAS progression chart/progress monitoring 3. Progress measures as indicated on STAAR report <p>Staff Responsible for Monitoring:</p> <ol style="list-style-type: none"> 1. Martin/Adoor/Grassmuck/RLA Teachers 2. Martin/Adoor/ Grassmuck/RLA Teachers 3. Martin/Adoor/Grassmuck/RLA Teachers/Students 	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

<p>Strategy 3: 3. Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ Power PLC minutes</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/ Grassmuck</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 4: Improve individual progress measures for students receiving special education services by analyzing, tracking, and creating action plans using performance data to provide appropriate accommodations and modifications while implementing the inclusive model with in the general education classroom. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans/Weekly IPG's</p> <p>3. Individualized Educational Plan (IEP) Goals</p> <p>4. Special Education students progress measures as indicated on STAAR report.</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/ Grassmuck/ RLA Teachers</p> <p>2. Special Education/General Education Teachers</p> <p>3. Co-Teachers</p> <p>4. Martin/Adoor</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

Strategy 5: Improve individual student progress measures of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)

- Strategy's Expected Result/Impact:**
1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans
 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans
 3. ESL students progress measure as indicated on STAAR Report
 4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans
 5. ESL students progress measure as indicated on STAAR Report/ELPS Posted in classrooms
 6. ESL students progress measure as indicated on STAAR Report

- Staff Responsible for Monitoring:**
1. Martin/Adoor/Grassmuck/RLA Teachers
 2. ESL Teachers
 3. ESL Teachers
 4. Martin/Adoor/ESL Teachers
 5. Adoor

Reviews			
Formative			Summative
Oct	Jan	Apr	July

Strategy 6: Improve individual student progress measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)

- Strategy's Expected Result/Impact:**
1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans
 2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans

- Staff Responsible for Monitoring:**
1. Martin/Adoor/Grassmuck/RLA Teachers
 2. RLA Teachers

Reviews			
Formative			Summative
Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Barnett provides strategies for literacy development for all students.

Performance Objective 3: William F. Barnett Elementary is dedicated to improving academic performance in the area of Math for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Kindergarten, First Grade, and Second Grade will strive to meet 80% of mastery for all math priority standards. Third Grade will strive to meet 87% AGL, 59% Meets, and 34% Masters. Fourth Grade will strive to meet 88% AGL, 62% Meets, and 39% Masters. Fifth Grade will strive to meet 94% AGL, 63% Meets, and 42% Masters.

Evaluation Data Sources: Local Assessment, State Assessment, Walkthroughs, SFTAS

Summative Evaluation: None

<p>Strategy 1: Improve initial classroom instruction through the collaborative development of instructional planning guides to create literate Mathematicians through the implementation of Backwards Design, Guided Math, number talks, small group instruction, vocabulary strategies, collaborative structures, hands on experiences, high level questioning, accountable talk and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change</p> <p>2. Walk-throughs/Learning Walks/Utilizing IPG's</p> <p>3. Walk-throughs/Learning Walks</p> <p>4. Walk-throughs/Learning Walks/Evidence of best teaching practice</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/ Johanson/ Math Teachers</p> <p>2. Johanson/Math Teachers</p> <p>3. Martin/Adoor /Johanson</p> <p>4. Johanson</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

<p>Strategy 2: Improve individual progress measures (approaches, meets, masters) by analyzing, tracking, and creating action plans for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. (Domain 2)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. Progress measures as indicated on STAAR report</p> <p>4. Growth on Pre and Post SBA Data</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Johanson/ Math Teachers</p> <p>2. Martin/Adoor/Johanson/Math Teachers</p> <p>3.Martin/Adoor/Johanson/Math Teachers/Students</p> <p>4. Johanson/Math Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Lesson Plans/mini lesson plans/ PLC minutes</p> <p>2. Lesson Plans/mini lesson plans/ PLC minutes</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Johanson</p> <p>2. Martin/Adoor/Johanson</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4: Improve individual progress measures for students receiving special education services by analyzing, tracking, and creating action plans using performance data to provide appropriate accommodations and modifications while implementing the inclusive model with in the general education classroom. (Domain 3)

Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans

2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans

3. Individualized Educational Plan (IEP) Goals

4. Special Education students progress measures as indicated on STAAR report.





Staff Responsible for Monitoring: 1. Martin/Adoor/
Johanson/Math Teachers

2. Special Education/General Education Teachers

3. Special education teachers

4. Martin/Adoor

Reviews			
Formative			Summative
Oct	Jan	Apr	July

<p>Strategy 5: Improve individual student progress measures of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. ESL students progress measure as indicated on STAAR report</p> <p>4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>5. ESL students progress measure as indicated on STAAR report/ELPS posted in classroom</p> <p>6. ESL students progress measure as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Johanson/ESL Teachers</p> <p>2. ESL Teachers/LPAC Committee</p> <p>3. ESL Teachers</p> <p>4. Adoor/ESL Teachers</p> <p>5. Adoor</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 6: Improve individual student progress measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Johanson/Math Teachers</p> <p>2. Math Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Barnett provides strategies for literacy development for all students.





Performance Objective 4: William F. Barnett Elementary is dedicated to improving academic performance in the area of Science for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Fifth Grade will strive to meet 92% AGL, 71% Meets, and 39% Masters.

Evaluation Data Sources: Local Assessments, State Assessments, Walkthroughs, SFTAS

Summative Evaluation: None

<p>Strategy 1: Improve initial classroom instruction and create literate Scientists through the development of 5E lesson design and implementation of Backwards Design, small group instruction, vocabulary strategies, collaborative structures, hands on lab experiences including STREAM, high level questioning, and total engagement strategies. (Domain 1)</p> <p>Strategy's Expected Result/Impact: 1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change</p> <p>2. Walk-throughs/Learning Walks/Observations</p> <p>3. Walk-throughs/Learning Walks/Observations for evidence of vocabulary strategies, canvas and total engagement strategies</p> <p>4. Walk-throughs/Learning Walks/Observations for evidence of best teaching practices</p> <p>Staff Responsible for Monitoring: 1.Martin/Adoor/Johanson/ Science Teachers</p> <p>2. Johanson/Science Teachers</p> <p>3. Martin/Adoor</p> <p>4. Johanson</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

<p>Strategy 2: Improve individual progress measures (approaches, meets, masters) by analyzing, tracking, and creating action plans for individual students using performance data to provide appropriate reteach strategies, interventions, and extensions. (Domain 2)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. Progress measures as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Johanson/ Science Teacher</p> <p>2. Martin/Adoor/Johanson/ Science Teacher</p> <p>3. Martin/Adoor/Johanson/ Science Teachers/Students</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 3: Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p>Strategy's Expected Result/Impact: Lesson Plans/mini lesson plans/ PLC minutes</p> <p>Staff Responsible for Monitoring: Martin/Adoor</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 4: Improve individual progress measures for students receiving special education services by analyzing, tracking, and creating action plans using performance data to provide appropriate accommodations and modifications while implementing it in the general education classroom. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. Individualized Educational Plan (IEP) Goals</p> <p>4. Special Education students progress measures as indicated on STAAR report.</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Johanson /Science Teachers</p> <p>2. Special Education/General Education Teachers</p> <p>3. Special Education Teacher</p> <p>4. Martin/Adoor</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

<p>Strategy 5: Improve individual student progress measures of English Language Learners by analyzing, tracking, and creating action plans using performance data and implementing language acquisition strategies and professional learning for all ESL teachers. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>2. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>3. ESL students progress measure as indicated on STAAR report</p> <p>4. Aware data reports/Individual classroom data digs and action plans/Team data digs and action plans</p> <p>5. ESL students progress measure as indicated on STAAR report</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Johanson/ Science Teachers</p> <p>2. ESL Teachers</p> <p>3. ESL Teachers</p> <p>4. Martin/Adoor/ESL Teachers</p> <p>5. Adoor</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 6: Improve individual student progress measures of Economically Disadvantaged students by analyzing, tracking, and creating action plans using performance data to implement reteach strategies, interventions, and extensions. (Domain 3)</p> <p>Strategy's Expected Result/Impact: 1. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans</p> <p>2. Aware data reports/ Individual classroom data digs and action plans/ Team data digs and action plans</p> <p>Staff Responsible for Monitoring: 1. Martin/Adoor/Johanson/ Science Teachers</p> <p>2. Science Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Barnett develops collaborative partnerships with students, staff, families, and the community.





Performance Objective 1: Barnett Staff Members are committed to providing a variety of classroom and campus events to ensure families are involved in school activities and to help grow successful learners.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Parent Survey and Attendance at Hosted Events

Summative Evaluation: None

Strategy 1: Host a STREAM Family Night where parents will be invited to participate in learning activities with their child. (Event may be held virtually or postponed due to Covid 19 restrictions)	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2: Provide school-wide family engagement events: registration days, roundup, field days, feasts, Kindergarten Graduation, choir performances, and classroom/campus visitations to ensure a smooth transition for children into the public school system, into the next grade level, or to their new campus of promotion. The parent and family engagement committee will meet at least twice each year to review/revise the parent engagement policy and campus compacts. (Event may be held virtually or postponed due to Covid 19 restrictions) Strategy's Expected Result/Impact: Increase Parent Involvement in Parent Activities Staff Responsible for Monitoring: All Barnett Staff	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3: Each grade level will host a family engagement breakfast throughout the school year. (Event may be held virtually or postponed due to Covid-19 restrictions) Strategy's Expected Result/Impact: Increased Parent Involvement in Campus Activities Staff Responsible for Monitoring: All Barnett Staff	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4: Morning Campus announcements will be presented on Facebook Live each morning to engage students, teachers, parents, and community members in the daily activities of Barnett Elementary. Strategy's Expected Result/Impact: Increased Parent Involvement in Parent Activities Staff Responsible for Monitoring: All Barnett Staff	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Barnett provides equitable access to technology for all students to increase engagement and learning.

Performance Objective 1: Every student will have access to a personal device and to the Learning Management System to access all coursework. Virtual learners will be provided the technology support they need for at home learning.

Goal 5: Barnett provides equitable access to technology for all students to increase engagement and learning.

Performance Objective 2: Every teacher will be trained to use the Learning Management System and will receive professional learning opportunities and support throughout the year.

Goal 5: Barnett provides equitable access to technology for all students to increase engagement and learning.

Performance Objective 3: Campus technology will be trained on the Learning Management System (Canvas) and Eduphoria to support teachers.





Goal 6: Barnett provides effective modes of communication to disseminate information and obtain feedback both internally and externally.

Performance Objective 1: William F. Barnett Elementary is dedicated to building, sustaining, and monitoring a culture of positivity and excellence where students come first. Barnett Braves will strive for excellence through collaboration, communication, and compassion.

Evaluation Data Sources: Parent Survey Data, Teacher Survey Data, Attendance at School Wide Events, Positive Feedback Through Class Dojo

Summative Evaluation: None

<p>Strategy 1: All Staff/Students/Parents will be able to recognize and understand the campus mission statement that centers around our core values and builds from the vision of "Building the BEST at Barnett."</p> <p>Strategy's Expected Result/Impact: 1. Mission statement posted and easily understood by all stakeholders</p> <p>2. Students are able to say the vision statement and understand it</p> <p>Staff Responsible for Monitoring: 1.Martin/Adoor/ Coaches/Team Leads</p> <p>2. All Staff</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 2: Continually build a culture of positivity and excellence where students come first and strive for excellence through collaboration, communication, and compassion.</p> <p>Strategy's Expected Result/Impact: 1. Teams consistently and systematically meet together in many different types of learning situations to collaborate and learn from one another.</p> <p>2. Survey data indicating that the majority of staff and parents feel that there are good systems for communication at Barnett.</p> <p>3. Data indicating decline of behaviors in various settings within the building.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 3: Maintain and Monitor a culture of positivity where staff members have the opportunity to strive for excellence through collaboration, communication, and compassion.</p> <p>Strategy's Expected Result/Impact: 1. Progress made between survey 1 and survey 2.</p> <p>2. Surveys indicate high levels of engagement and student collaboration.</p> <p>3. Progress made between survey 1 and survey 2.</p> <p>Staff Responsible for Monitoring: Martin/Adoor</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July

<p>Strategy 4: Build upon the positive culture where students and staff feel a sense of belonging and pride through the implementation of the Barnett BEST House System.</p> <p>Strategy's Expected Result/Impact: 1. Stronger relationships between staff and students</p> <p>2. Increased participating in school spirit days and events</p> <p>Staff Responsible for Monitoring: Martin/Adoor/Staff/Students</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p>Strategy 5: Build a school wide positive behavioral system by adopting Class DOJO as our campus wide behavior system and parent communication tool.</p> <p>Strategy's Expected Result/Impact: 1. Points will be counted and rewards earned for the team with the highest positive point count</p> <p>2. Decrease in behavioral incidents and increase in positive behaviors in all areas of the school.</p> <p>3. Increase in communication by using classroom DOJO for students and parents.</p> <p>Staff Responsible for Monitoring: 1. Adoor/Martin/All staff</p> <p>2. Classroom teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Barnett utilizes funds in a fiscally responsible manner to optimize student educational experiences.

Performance Objective 1: Barnett will correctly utilize the budget guidelines created by Zero-Based Budgeting and all expenditures will be in support of campus goals which are based on the campus needs assessment.

Evaluation Data Sources: The budget will be reviewed quarterly.

Summative Evaluation: None