

# Santa Fe Independent School District

## Barnett Elementary

### 2021-2022 Goals/Performance Objectives/Strategies



## **Mission Statement**

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

## **Vision**

**Building the BEST at Barnett!**

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# 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 1.Martin/Adoor/ Coaches/Team Leads</p> <p>2. All Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continually build a culture of positivity and excellence where students come first and strive for excellence through collaboration, communication, and compassion.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Maintain and Monitor a culture of positivity where staff members have the opportunity to strive for excellence through collaboration, communication, and compassion.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Martin/Adoor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> 1. Stronger relationships between staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Martin/Adoor/Staff/Students</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Build a school wide positive behavioral system by adopting Class DOJO as our campus wide behavior system and parent communication tool.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 1. Adoor/Martin/All staff</p> <p>2. Classroom teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLCs follow the Standards for Professional Learning and the Cycle of Continuous Improvement.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> 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  <b>Funding Sources:</b> - Title II</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Campus administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> 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  <b>Funding Sources:</b> - Title II</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Collect all learning designs being used and analyze them for purpose . Teams will systematically choose the appropriate learning design based on data.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement.  <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> 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  <b>Funding Sources:</b> - Title II</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> campus administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p><b>ESF Levers:</b> 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><b>Funding Sources:</b> - Title II</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college -</p> <p><b>ESF Levers:</b> 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><b>Funding Sources:</b> - Title II</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers have clear professional learning goals to improve their practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college -</p> <p><b>ESF Levers:</b> 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>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> campus administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title II</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**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, 55% Meets, and 27% 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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>	Formative			Summative
	Dec	Feb	Apr	June
	This area is intentionally left blank for data entry			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Lesson Plans/mini lesson plans/ Power PLC minutes</p> <p><b>Staff Responsible for Monitoring:</b> 1. Martin/Adoor/Grassmuck</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Martin/Adoor/RLA Teachers/ESL Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 1. Martin/Adoor/ Grassmuck/RLA Teachers</p> <p>2. RLA Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 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 88% AGL, 55% Meets, and 27% Masters. Fourth Grade will strive to meet 88% AGL, 70% Meets, and 50% Masters. Fifth Grade will strive to meet 88% AGL, 67% Meets, and 42% Masters.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve initial classroom instruction through the collaborative development of instructional planning guides to create literate Mathematicians through the implementation of Eureka Curriculum, 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><b>Strategy's Expected Result/Impact:</b></p> <ol style="list-style-type: none"> <li>1. Power PLC teams moving through the Cycle of Continuous Improvement to reach second order change</li> <li>2. Walk-throughs/Learning Walks/Utilizing IPG's</li> <li>3. Walk-throughs/Learning Walks</li> <li>4. Walk-throughs/Learning Walks/Evidence of best teaching practice</li> </ol> <p><b>Staff Responsible for Monitoring:</b></p> <ol style="list-style-type: none"> <li>1. Martin/Adoor/ Johanson/ Math Teachers</li> <li>2. Johanson/Math Teachers</li> <li>3. Martin/Adoor /Johanson</li> <li>4. Johanson</li> </ol> <p><b>Funding Sources:</b> math manipulatives - Title I</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Lesson Plans/mini lesson plans/ PLC minutes</p> <p>2. Lesson Plans/mini lesson plans/ PLC minutes</p> <p><b>Staff Responsible for Monitoring:</b> 1. Martin/Adoor/Johanson</p> <p>2. Martin/Adoor/Johanson</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 1. Martin/Adoor/Johanson/Math Teachers</p> <p>2. Special Education/General Education Teachers</p> <p>3. Special education teachers</p> <p>4. Martin/Adoor</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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>	Formative			Summative
	Dec	Feb	Apr	June



**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/  
Johanson/Math Teachers

2. Math Teachers



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 Science for all students by participating in rigorous curriculum, instruction, assessment, and leadership. Fifth Grade will strive to meet 81% AGL, 50% Meets, and 26% Masters.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve initial classroom instruction and create literate Scientists through the development of 5E lesson design and implementation of Stem Scopes, 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 1.Martin/Adoor/Johanson/ Science Teachers</p> <p>2. Johanson/Science Teachers</p> <p>3. Martin/Adoor</p> <p>4. Johanson</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 1. Martin/Adoor/Johanson/ Science Teacher</p> <p>2. Martin/Adoor/Johanson/ Science Teacher</p> <p>3. Martin/Adoor/Johanson/ Science Teachers/Students</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Foster literate learners in all content areas focusing on listening, speaking, reading and writing with intentionality. (Domain 1)</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans/mini lesson plans/ PLC minutes</p> <p><b>Staff Responsible for Monitoring:</b> Martin/Adoor</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 1. Martin/Adoor/Johanson/ Science Teachers</p> <p>2. Science Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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.

**HB3 Goal**

**Evaluation Data Sources:** Parent Survey and Attendance at Hosted Events

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Host a "Braves Behind the Scenes" informational night where parents will be invited to learn more about their child's school and classroom with a focus on how to support their child's education from home.	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase Parent Involvement in Parent Activities <b>Staff Responsible for Monitoring:</b> All Barnett Staff	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Each grade level will host a family engagement breakfast throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement in Campus Activities <b>Staff Responsible for Monitoring:</b> All Barnett Staff	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement in Parent Activities <b>Staff Responsible for Monitoring:</b> All Barnett Staff	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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.

**Evaluation Data Sources:** Usage reports

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

**Performance Objective 2:** Work with Instructional Technology to implement the use of the SAMR (Substitution, Augmentation, Modification, Redefinition) Model framework to successfully integrate technology into the classroom.

**Evaluation Data Sources:** Walkthroughs







**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 1.Martin/Adoor/ Coaches/Team Leads</p> <p>2. All Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continually build a culture of positivity and excellence where students come first and strive for excellence through collaboration, communication, and compassion.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Maintain and Monitor a culture of positivity where staff members have the opportunity to strive for excellence through collaboration, communication, and compassion.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Martin/Adoor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> 1. Stronger relationships between staff and students</p> <p>2. Increased participating in school spirit days and events</p> <p><b>Staff Responsible for Monitoring:</b> Martin/Adoor/Staff/Students</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Build a school wide positive behavioral system by adopting Class DOJO as our campus wide behavior system and parent communication tool.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 1. Adoor/Martin/All staff</p> <p>2. Classroom teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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.