

Crosby Independent School District

Barrett Elementary

2023-2024 Improvement Plan



Mission Statement

We are dedicated to the education of all children in our diverse community. It is our mission to develop a foundation that emphasizes a love for learning, a love for oneself, and a love for others.

Vision

The vision of Barrett Elementary is to provide an education that addresses the needs of every student on our campus. We want every child to leave Barrett Elementary and move to Crosby Middle School prepared to pursue an education that will tap into their learning potential and will capitalize on their talents and interests. We want to help our students discover how education is truly the key to future opportunities. We want Barrett Elementary graduates to realize how lifelong learning will open-up doors to any future they desire to achieve.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barrett Elementary School is one of seven campuses in the Crosby Independent School District. Barrett Elementary School opened its doors in 1991 and serves a diverse group of families in the community. In 2022-23, Barrett Elementary School will serve approximately 470 students in grades 1 through 5. There are 240 male and 230 female students on campus.

Student enrollment by ethnicity is as follows:

- Hispanic - 60%
- White - 28.5%
- Black/African American 6.8%
- Two or more: 2%

Additional demographic information includes:

- Emergent Bilingual - 35.5%
- Economically Disadvantaged - 61.4%
- Gifted and Talented - 5.3%
- At-Risk - 50.9%
- Special Education - 15.3%

The campus currently serves diverse student needs through various special programs. In the area bilingual education, the campus offers several language support programs including the One-Way Dual Language Immersion Program and the Two-Way Dual Language Immersion Programs in grades 1, 2 and 3, and ESL Pull-Out in grades 1-5. In the area of special education, Barrett offers Lifeskills, PASS, Resource, Inclusion and Speech. Other special program services provided to identified students include, Gifted and Talented, Dyslexia and 504 services.

Students served in special programs:

- One-Way Dual Language: 64
- Two-Way Dual Language: 74
- ESL: 16
- Parent Denials: 2
- Gifted and Talented: 25
- SPED Resource: 37
- SPED Speech: 23

- SPED PASS: 6
- Dyslexia: 45
- Section 504: 25

Watch D.O.G.S., Kids Hope mentors, Backpack Buddies, and various family engagement activities are provided through our Title programs.

Barrett Elementary employs 3 administrators, 30 highly qualified teachers, 4 professional personnel, and 11 paraprofessionals. We have 4 long-term substitutes serving as classroom teacher who are currently enrolled in a alternative certification program. Through our campus mentoring program, new teachers are provided support, resources, and ongoing professional development through district New Teacher program. Interventionist are available to model, coach, and provide resources to support instruction.

The average class size is 21:1 for 1st grade, 19:1 for 2nd grade, 22:1 for third grade, 22:1 for 4th grade, 17:1 for 5th grade.

To provide instructional and intervention support, Barrett Elementary employs one Dyslexia Interventionist; one Bilingual Interventionist (grades 1-3 Reading); one Interventionist/Instructional Coach for Grades 3-5 Reading; one Interventionist for Math Grades 1-5. The Bilingual Interventionist and Math Interventionists were granted by using ESSR funds for a 3-year time frame (currently under 2nd year).

Demographics Strengths

- There is a slight increase in overall enrollment from 450 to 470.
- The campus received an accountability rating of A campus for the 2022-23 STAAR performance.
- The campus received 3 distinctions in comparative academic growth, postsecondary readiness, and comparative closing the gaps.
- The campus is a 1:1 electronic device institution to implement technology to meet the individual needs of students.
- Instructional paraprofessionals provide support to students.
- The campus has a well-established RTI process that identifies students, provides Tier 2 and Tier 3 interventions, and conducts progress monitoring.
- New teachers are assigned a mentor or a buddy to help them throughout the school year.

Needs:

- We have four long-term substitute teachers that are currently completing requirement for teacher certification.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the Spring 2022 STAAR administration, only 65% of all students achieved approaches grade level on the 5th grade science STAAR test, with 33% of student achieving at meets grade level . In the subpopulations, 33% of African American and 64% Hispanic students attained approaches grade level. **Root Cause:** Science is an area that needs improvement. In order to increase student achievement in science, vertical alignment across grade levels needs to be supported with a focus on increasing the rigor and student engagement.

Problem Statement 2 (Prioritized): During Spring 2022, emergent bilingual students attained a 37% of yearly progress on TELPAS, only 1% above the state targeted goal. In order to impact TELPAS yearly progress, language instruction in dual language classroom need to be strengthen. **Root Cause:** There is a need to conduct a SWOT analysis of the dual language program at BES and increase vertical alignment across grade levels. Targeted instruction in the areas of listening, speaking, reading and writing needs to be planned and delivered.

Problem Statement 3 (Prioritized): During the 2021-2022, BES's attendance rate fell below the district attendance expectation of 96%. **Root Cause:** Due to positive COVID infection, the attendance was adversely affected and the attendance rate among students fell below the district expectation of 96%. This year, we will be providing parents with information regarding attendance policies and the impact attendance has on student achievement.

Problem Statement 4 (Prioritized): There needs to be a consistent implementation of the PLC process in which teachers know the process to unpacking TEKS, disaggregating data, and making data-driven instructional decisions **Root Cause:** Training on PLC process needs to be provided to all BES teachers. We have new teachers recently hired at BES.

Student Learning

Student Learning Summary

Barrett Elementary has made significant gains in academic achievement through their educational program. The campus measures performance based on the gains made to meet the HB3 Literacy and Math goals for grades 1, 2 and 3. In addition, STAAR performance in grades 3, 4, and 5 is examined to identify areas of strength and areas of needed growth.

According to the Accountability rating from the Texas Education Agency, Barrett Elementary was rated as an A campus for the 2021-2022 school year. The campus received 3 distinction in the areas of Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. In the area of ELA/Reading for academic achievement and growth status, all subpopulations met the targeted percentages achieving at Meets/Masters level on STAAR. In Math in the areas of academic achievement and growth status, all subpopulations met the targeted percentages achieving at Meets/Masters level on STAAR, with the exception of non-continuously enrolled.

Based on 21-22 STAAR results, an area of focus for 22-23 is science with an all student performance of 65%. Subpopulation student performance was as follows: African American at 33%; Hispanic at 64%, White at 65%; Economically Disadvantaged at 58%; Emergent Bilingual at 63% and SPED at 53%. To support Science performance, it is important to provide opportunities for vertical alignment to ensure Science TEKS are delivered at deep levels of rigor with high levels of engagement.

Student Learning Strengths

Areas of Strengths:

- To identify student need in the area of reading, we will administer both the Rigby/DRA & CLI Engage for 1st & 2nd grade, as well as Ren-360 Reading for all grade levels.
- In the area of math, we have incorporated an end-of-year test (from the previous grade level) as a screening tool, as well as IXL Math.
- RTI services will be provided to students in need of Tier 2 and Tier 3 interventions in order to support the campus goal for growth status.
- Accelerated instruction will be provided to all grade levels throughout the school day to ensure students have opportunity to meet the maximum potential.
- Implementation of Schoology and other educational technology programs to support the transition to online assessment and new assessment item types.

Area of Needs:

- Science achievement needs to increase by 5%, with a goal of 70% of all student attaining Approaches, 38% Meets, and 23% Masters.
- Emergent bilingual students need to demonstrate yearly progress on TELPAS exceeding the target goal of 36%.
- Increase meets and masters Target Goals on STAAR. RTI and Accelerated Instruction will be provided throughout the year to focus on improvement for all students in both Reading and Math.

- Students need to continue to take ownership of their learning. Students need to participate in goal setting.

Problem Statements Identifying Student Learning Needs

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Problem Statement 3: During the 2021-2022, BES attendance rate fell below the district attendance expectation of 96%. **Root Cause:** Due to positive COVID infection, the attendance was adversely affected and the attendance rate among students fell below the district expectation of 96%. This year, we will be providing parents regarding attendance policy and the impact attendance has on student achievement.

Problem Statement 4: There needs to be a consistent implementation of the PLC process in which teachers know the process to unpacking TEKS, disaggregating data, and making data-driven instructional decisions. **Root Cause:** Training on PLC process needs to be provided to all BES teachers. We have new teachers recently hired at BES.

School Processes & Programs

School Processes & Programs Summary

Strengths:

All teachers participate in PLC meetings/days, monthly faculty meetings, and targeted training sessions. In addition, grade-level planning sessions are held on a weekly basis to ensure a unified flow of content in every classroom. Technology tools are now integrated seamlessly into content instruction.

Throughout the year, we look for opportunities to celebrate our staff including birthdays, luncheons, holidays, and appreciation days.

Campus safety measures are top priorities at BES. Daily exterior door checks are conducted to ensure a secured environment. Monthly fire and weather drills are conducted. This assures us that students and staff understand what is expected when a situation arises. We also conduct "lock-in" as well as "lockdown" drills in the event that a threatening situation may happen outside the building, or such a person may enter our campus. Our front office has Raptor Software that includes the V-Soft Identification Program. This is a program that scans the driver's license of all visitors to our campus and notifies the staff when a possible child predator is trying to enter the facility.

In order to promote parental involvement, we conduct meet-the-teacher night, open house & Title 1 Annual Meeting, two bilingual family nights, two family academic nights, a minimum of five musical presentations, Principal Pride Assemblies, Fund Raisers, field day activities, Kids Hope, and many other opportunities for parental involvement. We strive to create an environment where parents and families feel welcome and want to be involved in their child's education. We also utilize Backpack Buddies, which provides free food to 20 children each week. This is an affiliation through the Houston Food Bank and our local Churches United in Caring. As the year progresses, we will hold our Parent-Teacher conferences.

Needs: In order to increase teacher efficacy, continued professional development will be provided targeting small group instruction, Accelerated Instruction, and Balanced Literacy Instruction. Other teacher needs for reading are: professional development focusing on continued technology integration; and, higher-level questioning strategies. Needs identified for math are professional development on problem-solving; hands-on activities; small group math instruction; and, continued support with the purchase of manipulatives and materials. In both Reading & Math, we will utilize the push-in or Accelerated Instruction model for 60 minutes Monday - Friday. There is a need to continue developing vertical alignment between our general education and bilingual teachers.

School Processes & Programs Strengths

- Technology is integrated on a daily basis.

- We are a one-to one device campus. All student have been issued an iPad.
- Educational technology programs available including Schoology, Progress Learning, IXL Math, Prodigy, Accelerated Reading, Heggerty Videos.
- Well-established RTI process to identify students, provide interventions, and monitor progress.
- Teachers will participate in PLCs to disaggregate data and make data-driven instructional decisions to meet the needs of ALL students.
- Our campus is data driven, using data to make decisions based on student needs. Teachers used numerous types of data including screeners, guided reading levels, unit assessments, milestones, STAAR.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the Spring 2022 STAAR administration, only 65% of all students achieved approaches grade level on the 5th grade science STAAR test, with 33% of student achieving at meets grade level . In the subpopulations, 33% of African American and 64% Hispanic students attained approaches grade level. **Root Cause:** Science is an area that needs improvement. In order to increase student achievement in science, vertical alignment across grade levels needs to be supported with a focus on increasing the rigor and student engagement.

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Problem Statement 4 (Prioritized): During the 2021-2022, BES's attendance rate fell below the district attendance expectation of 96%. **Root Cause:** Due to positive COVID infection, the attendance was adversely affected and the attendance rate among students fell below the district expectation of 96%. This year, we will be providing parents with information regarding attendance policies and the impact attendance has on student achievement.

Perceptions

Perceptions Summary

Barrett Elementary works efficiently and effectively to provide a safe, positive, and welcoming learning environment for all students. The BES staff works diligently in building positive relationships with our students and parents.

Perceptions Strengths

- Parents are an integral part of Barrett Elementary. Parents have an opportunity to participate in parent engagement activities throughout the school year including meet-the-teacher night, Open House/ Title I annual meeting, BES PVO, family nights, bilingual nights, assemblies, Principal Pride, field day, fundraisers, and district level parent activities.
- During the 2022-23 school year, there was a total of 131 discipline referrals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase of on-campus activities to promote parent involvement at BES. **Root Cause:** Due to COVID restrictions in previous years, parent involvement activities were offered on a virtual basis. We need to return to traditional parent engagement offerings to allow parents to feel welcome when visiting BES.

Problem Statement 2: There is a lack of consistency with both discipline and positive behavior interventions, resulting in a need for training and understanding of the importance and reasoning behind both. As well, there needs to be the opportunity for input regarding incentives for more teacher/student buy-in and consistency of implementation. **Root Cause:** Teachers and students do not have a clear understanding and training of both the discipline process (definitions of behaviors, flow chart of behaviors that are office/in-class, and the referral process), as well as the positive behavior interventions that we have in place

Priority Problem Statements

Problem Statement 1: During the 2021-2022, BES's attendance rate fell below the district attendance expectation of 96%.

Root Cause 1: Due to positive COVID infection, the attendance was adversely affected and the attendance rate among students fell below the district expectation of 96%. This year, we will be providing parents with information regarding attendance policies and the impact attendance has on student achievement.

Problem Statement 1 Areas: Demographics - Demographics - School Processes & Programs

Problem Statement 2: During Spring 2022, emergent bilingual students attained a 37% of yearly progress on TELPAS, only 1% above the state targeted goal. In order to impact TELPAS yearly progress, language instruction in dual language classroom need to be strengthen.

Root Cause 2: There is a need to conduct a SWOT analysis of the dual language program at BES and increase vertical alignment across grade levels. Targeted instruction in the areas of listening, speaking, reading and writing needs to be planned and delivered.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Problem Statement 3: During the Spring 2022 STAAR administration, only 65% of all students achieved approaches grade level on the 5th grade science STAAR test, with 33% of student achieving at meets grade level . In the subpopulations, 33% of African American and 64% Hispanic students attained approaches grade level.

Root Cause 3: Science is an area that needs improvement. In order to increase student achievement in science, vertical alignment across grade levels needs to be supported with a focus on increasing the rigor and student engagement.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: There needs to be a consistent implementation of the PLC process in which teachers know the process to unpacking TEKS, disaggregating data, and making data-driven instructional decisions

Root Cause 4: Training on PLC process needs to be provided to all BES teachers. We have new teachers recently hired at BES.

Problem Statement 4 Areas: Demographics - Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Barrett Elementary School will make academic achievement and student performance its priority.

Performance Objective 1: By the end of the 2024 school year, students in 3rd grade will reach the Early Reading Literacy goal of 66% Meets on the 2024 reading STAAR test and 57% Meets on the 3rd grade math test.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading and Math results for 3rd Grade





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Intensive data-driven small group classroom and RTI instruction will be held to reduce academic gaps. Strategy's Expected Result/Impact: Focus and monitor students' growth throughout the year. Staff Responsible for Monitoring: Interventionists; Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Small group pull outs during the school day for struggling students. - Local Funds - 199-11-6112-00-103-0-24 - \$750, Supplies for at-risk students - Title I - 211-11-6399-00-103-8-24 - \$100</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Administer grade-level tests incorporating STAAR formatted questions to students in grades 2-5 on digital formats on a regular basis. Strategy's Expected Result/Impact: Familiarize students with STAAR formatted questions and expectations Staff Responsible for Monitoring: Classroom teachers, Curriculum Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Provide explicit instructions to all students in grades 2-5 on test-taking strategies and procedures to support their assessment experience.</p> <p>Strategy's Expected Result/Impact: Establish common campus expectations for test-taking and provide feedback to student through an error analysis after test is completed.</p> <p>Staff Responsible for Monitoring: Classroom teachers; Principal; AP</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1: Barrett Elementary School will make academic achievement and student performance its priority.

Performance Objective 2: All 4th and 5th grade students who failed math or reading STAAR in Spring 2023, or who didn't take STAAR in 2023, will be given 15 or 30 hours of remedial instruction (per subject) under the House Bill 1416 guidelines.

Evaluation Data Sources: Google form with running total of intervention time served





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Students who are eligible for additional support under HB1416 will be provided intervention during Accelerated Instruction time or during afterschool tutorials.</p> <p>Strategy's Expected Result/Impact: Meet the 15 or 30 hour requirement for Math and/or Reading by the end of 2023--2024 school year</p> <p>Staff Responsible for Monitoring: Administration; interventionists; SPED teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Level Up - Local Funds - \$3,000</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Interventionist team will hold monthly meetings to discuss students with low performance in the area of reading and math.</p> <p>Strategy's Expected Result/Impact: Target needs and gaps of our lowest-performing students</p> <p>Staff Responsible for Monitoring: Interventionists Classroom Teachers Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1: Barrett Elementary School will make academic achievement and student performance its priority.

Performance Objective 3: In Grades 3-5, all students identified as at-risk will score within 5% of the student population on Milestone tests and the 2023-2024 STAAR exams.

Evaluation Data Sources: 2023-24 Milestone Tests
2023-24 STAAR exams

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: After each Milestone test is administered in grades 3-5 during the 2023-24 school year, a comparison analysis of scores will be conducted to review performance of students identified at-risk and overall student performance. Dissect with classroom teachers and interventionists which students need intervention.</p> <p>Strategy's Expected Result/Impact: At-risk student scores on the 2023-24 Milestone and STAAR exams will be within 5% of their peers.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Goal 1: Barrett Elementary School will make academic achievement and student performance its priority.

Performance Objective 4: Sixty percent of the 3rd through 5th grade White-subpopulation will attain "Meets" on their 2023-2024 Math, Reading, and Science STAAR exams.

High Priority

Evaluation Data Sources: STAAR 2023-2024 Results

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Third, fourth and fifth grade teachers will disaggregate data for all sub-population groups, including White subpopulation, on their Barrett Data Talks form for formative assessments.</p> <p>Strategy's Expected Result/Impact: Identify students that will need to be in the focus groups.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: During data and PLC meetings, we will have round-table discussions on how to reach this targeted sub-population.</p> <p>Strategy's Expected Result/Impact: Increased awareness and strategies to reach this sub-pop</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>-</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |





| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: After the fall semester Math and Reading Milestones, celebrate students who have achieved growth in all 3 categories with a "Level-Up" ceremony. Next, have students target "new" growth goal for their next exam.</p> <p>Strategy's Expected Result/Impact: Increased motivation to "Level-Up"</p> <p>Staff Responsible for Monitoring: 3rd, 4th, 5th-grade teachers Administration</p> <p>TEA Priorities: Build a foundation of reading and math -</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: On-going data discussions for the sub-population throughout the year with 3rd-5th grade level teachers. Begin discussions with 2nd-grade teachers (regarding this sub-population) identifying students that need intervention or enrichment to meet this goal.</p> <p>Strategy's Expected Result/Impact: Continued focus on sub-pop and targeted students.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coach; Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math -</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <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 1: Barrett Elementary School will make academic achievement and student performance its priority.

Performance Objective 5: For the 2023-2024 school year, the average daily attendance for students at Barrett Elementary will increase to 96% from a yearly average of 94.02% in 2022-2023.

Evaluation Data Sources: Weekly Attendance Reports
 Include monthly attendance on parent bulletin
 Teacher Call-Log /Google form for students with chronic attendance
 Implementation of Class; Grade-level; and Campus-level incentive programs





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement an incentive program that acknowledges attendance at different levels: student, class, and campus developed by the campus attendance committee.</p> <p>Strategy's Expected Result/Impact: Student attendance, 96% by EOY</p> <p>Staff Responsible for Monitoring: Classroom teachers, Nurse, Administrators, office staff, and Attendance Committee</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Incentives for Rewards - Local Funds - 199-11-6499-00-103-11 - \$500</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Perfect Attendance Rewards: Provide incentives for students with perfect attendance (no tardies and/or early dismissals) each nine weeks. Students will be invited to an attenDANCE at the end of each 9 weeks. At the end of the year, names of students with perfect attendance will be drawn for a bike (2 bikes).</p> <p>Strategy's Expected Result/Impact: Increase in Perfect Attendance - both by semester and at EOY</p> <p>Staff Responsible for Monitoring: Administrators, office staff, and supporting staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Class attendance: To promote 10 days of perfect attendance, each class will add one of the letters of the word "ATTENDANCE" on the board for each day that the class has perfect attendance. When the word ATTENDANCE is attained, the class will celebrate with a 1-minute "AttenDANCE" around the room and receive a classroom reward. An announcements will be made when classes have reached the 10-day perfect attendance milestone.</p> <p>Strategy's Expected Result/Impact: Class Attendance will increase to 96% or greater</p> <p>Staff Responsible for Monitoring: Administrators, Office Staff, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: All staff will have access to a Google Attendance Log. Teachers will enter names and contact information for students who are absent on a frequent basis. Administrators will follow-up with the families to stress the importance of regular attendance. All contacts will be documented within the Google log.</p> <p>Strategy's Expected Result/Impact: Reduction in students who have chronic attendance issues</p> <p>Staff Responsible for Monitoring: Attendance Clerk; Teachers; AP; Principal; SRO</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 1: Barrett Elementary School will make academic achievement and student performance its priority.

Performance Objective 6: Throughout the 2023-2024 school year, writing responses using technology will be incorporated into all content areas for grades Kindergarten-5.





Evaluation Data Sources: Unit tests, Milestone tests, and STAAR exam results

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Using our PLC, brainstorm ideas to incorporate learning-to-type instruction into the daily instructional schedule.</p> <p>Strategy's Expected Result/Impact: Improve student's typing skills</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Throughout the year, during campus PLC days, hold training led by teachers who have found effective ways to implement writing responses using iPads.</p> <p>Strategy's Expected Result/Impact: Improve scores</p> <p>Staff Responsible for Monitoring: Classroom teachers Administration interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 2: Barrett Elementary will help prepare future graduates of Crosby ISD for success after high school by being adequately prepared for either college or work force success.

Performance Objective 1: In the 2023- 24 school year, BES students will have 10 or more opportunities for student-centered college & career enrichment.





Evaluation Data Sources: College Days - first Tuesday of every month communicated through campus communication to students and staff.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: The first Tuesday of every month will be "College Day" at BES. Students & staff will be encouraged to wear their college attire on that day.</p> <p>Strategy's Expected Result/Impact: Increased student involvement as the year progresses</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 2: Barrett Elementary will help prepare future graduates of Crosby ISD for success after high school by being adequately prepared for either college or work force success.

Performance Objective 2: Barrett Elementary will observe College Week during the month of November. Each day will highlight different colleges and universities and activities to promote college awareness.





Evaluation Data Sources: Increased student involvement and awareness of colleges they could attend in the future.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: For a full week in November, we will celebrate College Week with our students. Each day will be a day dedicated to college songs and discussions about our student's future with college as a focus.</p> <p>Strategy's Expected Result/Impact: Increased student involvement and awareness of colleges they could attend in the future.</p> <p>Staff Responsible for Monitoring: Classroom teachers; Counselor</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 3: Human Capital: Barrett Elementary will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Ensure staff are highly effective in their instructional domain by utilizing information regarding certifications (i.e. GT, ESL, Bilingual) to coordinate and place campus personnel.

Evaluation Data Sources: Academic success for all students by increasing the number of individuals taking certification tests.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: When recruiting new staff, the administration will look for candidates who have certifications in areas that can serve various student populations.</p> <p>Strategy's Expected Result/Impact: Employ highly-qualified staff.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> | Formative | | | Summative |
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Goal 3: Human Capital: Barrett Elementary will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Throughout the year, employee engagement activities will be implemented to support and maintain a positive school climate and culture.

Evaluation Data Sources: Attendance at functions

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Hold frequent celebrations with staff throughout the school year. Celebrations include: Smore Shout Outs Staff Birthdays Baby & Wedding Showers Woot! Woot! Wagon! You've Been Booed! October Staff Trick-or-Treat Homecoming Red Out November: Thanksgiving Luncheon December: Secret Santa & Staff Christmas Party Bus Driver's Day Custodian's Day Counselor's Day Librarian's Day Staff Appreciation Week Nurse's Day Administrative Assistants' Day</p> <p>Strategy's Expected Result/Impact: Retention of staff at EOY Staff Responsible for Monitoring: Grade Level Committee & Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Staff will participate in CISD dress-up weeks and celebrations:</p> <p>Homecoming Red Out "Hey Week!" Unity Day (Against Bullying) Red Ribbon Week College Week 2nd Tuesday of each month: College Day!</p> <p>Strategy's Expected Result/Impact: Fun while working! Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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No Progress



Accomplished



Continue/Modify



Discontinue





Goal 4: District-Wide Climate of High Expectation and Teamwork

Barrett Elementary will encourage the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 1: Parents will be provided opportunities to engage in various parent involvement activities and in decision-making committees that directly impact on students.

Evaluation Data Sources: Sign-in sheets
Agendas

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Parents will be invited to participate in LPAC Committee, Safety Committee, Campus Site-Base Team meetings, and BES Parent Teacher Organization meetings.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Agendas</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Utilize a variety of methods to communicate between school and home to support ongoing student success including Campus Newsletter, Tuesday Folders, and Grade Level Discipline Plans.</p> <p>Strategy's Expected Result/Impact: Increase communication from home and school</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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



| Strategy 3 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 3: Bilingual teachers will host two family nights to educate parents on the Dual Language Bilingual program and the reclassification criteria and goals for Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Increase TELPAS scores and the number of students who meet reclassification criteria.</p> <p>Staff Responsible for Monitoring: Sign in Agendas</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Barrett Elementary will continue to collaborate with the BES Parent Teacher Organization (PTO) in 2023-2024.</p> <p>Strategy's Expected Result/Impact: Increased support for campus from parents through PTO</p> <p>Staff Responsible for Monitoring: PTO Liaison; Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Barrett Elementary will reestablish the Watch D.O.G.S. volunteer program which engages fathers in supporting the school environment.</p> <p>Strategy's Expected Result/Impact: Sign-In sheet; Logs</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 4: District-Wide Climate of High Expectation and Teamwork

Barrett Elementary will encourage the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 2: Barrett Elementary will collaborate with community members and organizations to create and maintain partnerships that strengthen the academic program and support students as life-long learners.

Evaluation Data Sources: Increase community Partnerships


| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Barrett Elementary will collaborate with Kids Hope to provide a mentorship program to students who are identified as at-risk.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and reduction of discipline referrals for mentored students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> | Formative | | | Summative |
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Goal 4: District-Wide Climate of High Expectation and Teamwork


Barrett Elementary will encourage the input of all stakeholders while maintaining high expectations and a student-centered philosophy.


Performance Objective 3: At least 75% of our students will participate in community service projects.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Food Drives for CUIC; canned food drive; & donation drives for specific students or individuals will occur at least two times throughout the school year.</p> <p>Strategy's Expected Result/Impact: Number of students that bring cans, or donate for canned food drive, or attend the Donation Dance parties.</p> <p>Staff Responsible for Monitoring: Counselor; Assistant Principal & Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 5: Barrett Elementary will develop co-curricular programs which enhance students' educational experiences, academic achievement, and school and community pride.

Performance Objective 1: To offer multiple opportunities throughout the school year for elementary students promoting healthy habits through physical education program and our music and art appreciation through showcases or performances.





Evaluation Data Sources: Showcase

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: All students will participate in music education throughout the school year. Students will have the opportunity to participate in music programs throughout the year which will showcase different grade levels.</p> <p>Strategy's Expected Result/Impact: Increase music appreciation throughout the year. Increase students who successfully master songs, dances and rhythms that are covered in music TEKS.</p> <p>Staff Responsible for Monitoring: Music teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue PBIS initiatives school wide to promote a safe and orderly environment.</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline referrals and, as a result, increased time in class for instruction.</p> <p>Staff Responsible for Monitoring: Counselor; Assistant Principal; PBIS Team; Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 3: BES will participate in the District Veteran's Program at the CHS Stadium on 11/8/23.</p> <p>Strategy's Expected Result/Impact: Increased community involvement and district-wide cooperative entertainment for families</p> <p>Staff Responsible for Monitoring: Music Teacher Administration</p> <p>Title I: 2.5, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: BES will provide a well-rounded physical education program promoting healthy life-long skills in activities such as Mile Club, Rollerskating, Turkey Trot, and scooter city.</p> <p>Strategy's Expected Result/Impact: Increased health awareness</p> <p>Staff Responsible for Monitoring: PE teacher</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 5: Barrett Elementary will develop co-curricular programs which enhance students' educational experiences, academic achievement, and school and community pride.

Performance Objective 2: Implement after-school clubs to enhance student's educational experience and instill school pride.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Third, fourth, and fifth grade students will have the opportunity to participate in students club afterschool.</p> <p>Strategy's Expected Result/Impact: Increase student involvement</p> <p>Staff Responsible for Monitoring: Staff sponsors, Principal, AP</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 6: Community Relations





Through communications and customer service, Barrett Elementary will create an informative and responsive culture and a welcoming environment.

Performance Objective 1: Barrett Elementary will provide opportunities for parents and community members to volunteer to encourage positive school & community partnerships.

Evaluation Data Sources: Sign-in sheets
Attendance at events

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Host Meet the Teacher, Open House, Family Academic Nights and Dual Language Family Nights. Strategy's Expected Result/Impact: Increase of parent involvement Staff Responsible for Monitoring: All staff</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 3: Positive School Culture</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide opportunities for parent-teacher conferences. Strategy's Expected Result/Impact: Increase of parental involvement - especially with academic concerns. Staff Responsible for Monitoring: Teachers & Admin.</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 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 3: Continue the partnership with Kids Hope Mentoring Program.</p> <p>Strategy's Expected Result/Impact: Help struggling students feel a sense of worth and value</p> <p>Staff Responsible for Monitoring: Mentors; Students; Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Relay key information using Campus Website; Facebook, Smore newsletter, Remind, DoJo, Twitter, and the Skyward email messaging system.</p> <p>Strategy's Expected Result/Impact: Ongoing awareness of campus activities, events and academic lessons</p> <p>Staff Responsible for Monitoring: Admin; Teachers;</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Host a campus Book Fair during the fall and spring semesters.</p> <p>Strategy's Expected Result/Impact: Students will increase their time spent reading</p> <p>Staff Responsible for Monitoring: Principal, Librarian</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 6: Hold Campus Site-Base Team Meetings.</p> <p>Strategy's Expected Result/Impact: Increased community and campus interaction and understanding</p> <p>Staff Responsible for Monitoring: Administration; Campus Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: BES will participate in the district Homecoming Spirit Night activities.</p> <p>Strategy's Expected Result/Impact: Community-wide support for the school district.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Participate in the district's Veterans Day Celebration.</p> <p>Strategy's Expected Result/Impact: Increased community involvement and district-wide entertainment for families</p> <p>Staff Responsible for Monitoring: Music Teacher Administration</p> <p>Title I: 2.5, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 7: Barrett Elementary will be a good steward of taxpayers' money

Performance Objective 1: Balance the campus budget by allotting funds to provide resources needed to maximize staff efficacy and increase student academic success.





Evaluation Data Sources: Balanced budget
Trainings attended by staff

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Utilize professional development training provided by the district. Each teacher is required to attend a minimum of one Fall and one Spring district training. The Fall training will include but is not limited to, Fraud Awareness training.</p> <p>Strategy's Expected Result/Impact: Steady, on-going, professional growth</p> <p>Staff Responsible for Monitoring: Administration Coordinators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Strategic, targeted, district & public training sessions will be attended by specified teaching staff.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 8: Barrett Elementary will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 1: Work closely with the Maintenance Department to ensure campus work orders are successfully completed in a timely fashion.





Evaluation Data Sources: Work order completion

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Walk the halls and classrooms throughout the year to discover and report maintenance needs. Strategy's Expected Result/Impact: Maintenance issues addressed frequently. Work-order clipboard Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 8: Barrett Elementary will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 2: Barrett Elementary will continue to be a "Team Adam" campus.





Evaluation Data Sources: Completion of Team Adam requirements.
 Completion of CPR certification.
 Drill Documentation

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide CPR initial training and update training to all Team Adam staff members. Strategy's Expected Result/Impact: All Team Adam member will be CPR certified. Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Schedule and hold two Team Adam training drills each year. Strategy's Expected Result/Impact: Successful implementation of Team Adam strategies. Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <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 8: Barrett Elementary will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 3: BES Safety Team will hold table-top discussions and review with district safety personnel.

Evaluation Data Sources: Discussions during Table-Top review





| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: BES will update and maintain the required district safety forms and information needed in the district drive for safety. Strategy's Expected Result/Impact: Up-to-date forms and information Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: BES Safety Team will debrief after each campus drill and provide written feedback to campus staff at the conclusion of the drill. Strategy's Expected Result/Impact: Updated safety on campus Staff Responsible for Monitoring: BES Safety Team | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 9: Public Education Reform

Barrett Elementary will support and/or participate in litigation and/or legislative efforts in support of a strong public education system.

Performance Objective 1: To educate our students in the US and Texas legislative process.

Evaluation Data Sources: Formative quizzes

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: To teach citizenship and character to our 5th-grade students throughout the school year emphasizing the importance of our governmental process in making the laws we follow.</p> <p>Strategy's Expected Result/Impact: Increased awareness of their role in society and in the government we vote to put into office.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Classroom Teachers; Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| <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> | | | | |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------|----------------|------------|
| Interventionist | Interventionist | Title 1 | 1.00 |

Campus Funding Summary

| Title I | | | | | |
|------------------|-----------|----------|--|-------------------------|-------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Supplies for at-risk students | 211-11-6399-00-103-8-24 | \$100.00 |
| Sub-Total | | | | | \$100.00 |
| Local Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Small group pull outs during the school day for struggling students. | 199-11-6112-00-103-0-24 | \$750.00 |
| 1 | 2 | 1 | Level Up | | \$3,000.00 |
| 1 | 5 | 1 | Incentives for Rewards | 199-11-6499-00-103-11 | \$500.00 |
| Sub-Total | | | | | \$4,250.00 |