

## **Specific Results: Year 3** (August 2021 - August 2022)

**Campus Name:** Windsong

### **2.1 Establish professional learning that promotes the implementation of authentic assessments and feedback.**

Action Steps:

1. Implement an authentic assessment and feedback component to our 2 x per nine weeks PLCs.
2. Continue with the Windsong Assessment Team to further our learning and implementation of authentic assessments and feedback.

Evidence: Teachers discussing alternative forms of assessment. Beginning stages of authentic assessments will be evident in classrooms - teachers trying new ways to assess students both formally and informally. Teachers will continue to revise assessment calendars and work collaboratively with other campuses on assessments.

### **3.2 Engage teachers to design professional learning that promotes the district call to action.**

Action Steps:

1. Restructure PLC days to focus on teacher collaboration and building internal capacity.
2. Teachers' M-TESS goals will be incorporated into the PLC and planning days.

Evidence: Teachers are trying/implementing things learned from other teachers. Small PLC groups meeting across grade levels, content areas and campuses to meet the needs of all teachers. Instructional coaches will lead these PLCs and set up coaching cycles to implement new learning. Reflection sessions with Principal and coaches to shape and focus future PLC learning times.

### **5.4 Strategically allocate resources that support targeted learning outcomes.**

**No action required- take care of with bond**

### **6.1 Provide strategic opportunities for students to explore and create individual pathways of success.**

Action Steps:

1. You, We, I Math Discovery Lessons - students are able to use a variety of ways to solve math lessons. You, We, I allows students to be engaged in the content and to facilitate connection building between concepts.

2. Genre Study - Students will be fully immersed in a genre study - both reading and writing, offering voice and choice in independent reading and writing.

Evidence: Teachers will be implementing 1 You, We, I lesson per unit during our PLC and planning days. Principal and math coach will observe students during these lessons for student growth and risk-taking. In genre study, students will be able to both recognize the characteristics of a specific genre, as well as be able to compose a short piece within the same genre. Evidence will be seen in reader's and writer's notebooks and as students and teachers have group discussions.

### **7.5 Implement an ongoing targeted system for social-emotional Tier II and Tier III student identification and intervention strategies.**

Action Steps:

1. Develop processes and procedures to communicate and monitor behaviors and social emotional supports utilizing current resources and adding others as needed.
2. Clearly define tier 2 and tier 3 interventions and movement between tiers.

Evidence:

Create a collaborative team (RTI) that focuses on the success of students in tier 2 and tier 3, and also serves as a resource for campus and district leaders.

RTI committee will hold monthly meetings to discuss and monitor student progress. Use Frontline to record all data, interventions, and progress.

Counselor will spend time in each classroom conducting lessons on character development and SEL, counsel individual students, and assist teachers in creating behavior plans for tier 2 and tier 3 students.

**Windsong Intermediate will maintain compliance with State and Federal requirements.**

Action Steps	Lead? Assisting?	Evidence of Completion
Disaggregate key data (state accountability domains, local assessments, attendance and discipline) to identify achievement gaps and differences in sub group populations (including ethnicity, socioeconomic status, gender, populations served by special programs, and students who attend DAEP) and provide strategic remediation and accelerated instruction	Guzzetta Campus Leadership Teams	Identified any missed System Safeguards, needs assessment written, goals in place  Review of SCE funds expended
Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia	Ambeau Dannenberg Campus Dyslexia Leadership Teams	Dyslexia screeners for K and 1 completed  Documented Teacher training on dyslexia identification and accommodations  Parent training provided
Provide information, awareness and parent/student tools for <ul style="list-style-type: none"> <li>● Suicide prevention</li> <li>● Conflict resolution</li> <li>● Violence prevention</li> <li>● Sexual harassment prevention</li> <li>● Discipline Management</li> <li>● Dating violence</li> <li>● Sex trafficking</li> <li>● Anti-bullying measures (FFI Legal and Local)</li> <li>● Trauma-informed care</li> </ul>	District and Campus SEL teams	Trainings provided with documentation  Processes and procedures in place for intervention and reporting
Monitor drop out data and provide preventative measures if needed	Guzzetta Campus Leadership	Response to report taken if needed  Review of SCE funds expended
Implement strategies for improvement that include <ul style="list-style-type: none"> <li>● Instructional methods for addressing the needs of student groups not achieving their full potential;</li> <li>● Evidence-based practices that address the needs of students for special programs, including suicide prevention programs, conflict</li> </ul>		

<p>resolution programs, violence prevention programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> <li>• Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care;</li> <li>• Professional Learning for all staff;</li> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities;</li> <li>• Implementation of a comprehensive school counseling program.</li> </ul>		
Utilize the Student Health Advisory Committee to monitor and implement coordinated health strategies using data on student fitness, attendance rates, and other health related issues and provide guidance and procedures as needed.	Guzzetta	SHAC meetings held with agendas available
Promote parent and family involvement through active recruitment and elimination of barriers	Ambeau Campus Leadership Teams	Record of family and community engagement opportunities, attendance noted
<p>Support Student Resource Officers (SRO) duties which include:</p> <ul style="list-style-type: none"> <li>• Primary responsibility is to enforce the law</li> <li>• Maintain close liaison with campus personnel</li> <li>• Shall not act as a school disciplinarian, as disciplining students is a school responsibility</li> <li>• Shall have final authority in all criminal matters that they investigate</li> </ul>	Roher Kreiter	
Review and look for opportunities to integrate technology in instruction and administrative programs	Meadows iCoaches MIS	Implementation of Technology Plan
Implement strategies for recruiting and retaining highly effective teachers	Human Resources	<p>Review exit interviews and stay surveys</p> <p>Strategically attend recruiting events</p> <p>Salary Comparisons</p>
Post High School Pathways:	Teaching and Learning	FISD website postings

<p>Provide sources of information to students and parents on higher education admissions and financial aid opportunities including the TEXAS grant program and the Teach for Texas grant program.</p> <p>Provide opportunities to for students to make informed curriculum choices to be prepared for success beyond high school</p> <p>Provide information about college and university admissions and financial aid to students and parents at all grade levels.</p>	<p>Team</p> <p>School Counselors</p>	<p>Counselor classroom visits</p>
<p>Opportunities for staff to review district policy addressing sexual abuse and other maltreatment of students and the trauma-informed care policy</p>	<p>Campus Leadership Team</p>	<p>Faculty meeting presentation and district website</p>

# Early Childhood Literacy

The percent of Windsong 3<sup>rd</sup> grade students that score MEET grade level or above on STAAR Reading will increase from **67% to 72%** by June 2024.

Windsong Yearly Target Goals				
2020	2021	2022	2023	2024
NA	68%	69%	70%	72%

FISD	AA	Hisp	White	Am. Indian	Asian	Pacific Island	Two or More Races	Sped	Sped Former	Cont. Enroll	Non Cont. Enroll	Eco. Dis.	EL
2019	*	70%	64%	*	86%	*	*	59%	*	64%	77%	50%	33%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	72%	66%	*	87%	*	*	60%	*	66%	78%	52%	35%
2022	*	74%	68%	*	88%	*	*	61%	*	68%	79%	54%	37%
2023	*	76%	70%	*	89%	*	*	62%	*	70%	80%	56%	39%
2024	*	78%	72%	*	90%	*	*	63%	*	72%	82%	58%	40%

*Note: 2019 and 2020 data are actual results as reported in the 2020 TAPR Report*

# Early Childhood Mathematics

The percent of Windsong 3rd grade students that score MEET grade level or above on STAAR Math will increase from **68% to 72%** by June 2024.

Windsong Yearly Target Goals				
2020	2021	2022	2023	2024
NA	69%	70%	71%	72%

FISD	AA	Hisp	White	Am. Indian	Asian	Pacific Island	Two or More Races	Sped	Sped Former	Cont. Enroll	Non Cont. Enroll	Eco. Dis.	EL
2019	*	61%	70%	*	83%	*	*	47%	*	67%	73%	67%	33%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	62%	72%	*	84%	*	*	48%	*	68%	74%	68%	35%
2022	*	64%	74%	*	85%	*	*	49%	*	70%	75%	70%	37%
2023	*	66%	76%	*	86%	*	*	50%	*	72%	76%	72%	39%
2024	*	68%	78%	*	87%	*	*	51%	*	74%	77%	74%	40%

*Note: 2019 and 2020 data are actual results as reported in the 2020 TAPR Report*