

Specific Results: Year 2 (January 2021 - July 2021)

Campus Name: **Bales**

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

Action Steps:

Math

Number Talk and You, We, I Trainings (District and Campus Level)

Job Embedded - Campus Visits (Number Talk Walks) and Feedback Sessions

Math Teachers - Providing informal feedback through number talks. Gathering data on student thinking (strategies to solve problems) and student academic vocabulary to then drive real time instruction.

Reading

Job Embedded Balanced Literacy Coaching Cycle (Literacy Coach-teachers) and Literacy Leader Professional Development

Reading/Language Arts Teachers - Student written response to reading through readers notebooks - student written response activity based on lesson goal/learning objective

Evidence:

Collection/evaluation of student readers notebooks as evidence through ongoing work with Literacy Coach (Reading)

Math Number Talk Walkthrough and Feedback session and Math You, We, I Walk through March 9th and Peer Evaluation Sessions after training - Rachel Powell, Ambeau, J. Patton, Stanley

Math and Reading - 45 Minute Observations and Feedback - Patton, Stanley and Teachers

Virtual Teacher Walkthroughs, Lesson Plans and Feedback - Patton, Stanley and Teachers

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

Action Steps:

- Math - Peer Partnerships and Feedback
- Reading - Peer Partnerships and Feedback

Evidence:

- Schedule of Peer Partnership Observations
- Look For Observation sheet
- Post Peer Partnership Feedback Conference

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:

Math - Number Talks - Students share different strategies to solve math problems and explain their strategies to solve problems. Student strategies drive real time instructional adjustments.

Reading/Language Arts - Students write responses for their individually selected book/reading text in their reader's notebooks - student written response activity based on lesson goal/learning objective

Virtual Teachers - Student created solutions to real world scenarios and problems that require open-ended solutions

Evidence:

- Campus Number Talk Walk Throughs (central admin and campus admin)
- Individual Teacher Walk-Throughs through Number Talk Look Fors and Standard Walk Through Form and Observations
- Individual Teacher Walk-Throughs where student independent work is completed in their Reader's notebook.
- Virtual Teacher Observations and Lesson Plans

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

Action Steps:

1. Research successful behavioral programs for student social and emotional needs.
 - Ongoing research of Behavior Programs
 - Training/Continued Implementation Fusion Program - Great Expectations and CKHs
2. Create a Tier system at each campus for behaviors and social emotional supports utilizing current resources and adding others as needed.
 - RTI/PST
 - Identification of behaviors and assignments of tier 2 and tier 3 behavior supports (coordination with Bales SEL Committee)
 - Check-in and Check-out, behavior monitoring charts, small counseling groups to reinforce and teach positive social interaction (currently 4 students with tier 2 behavior (weekly plans) - Parker)
3. Create a collaborative team focused on success for students in Tier II and Tier III as a resource for campus and district leaders.
 - Bales SEL Committee -
 - Committee review of Fusion program
 - Evaluation of morning meetings in classrooms
 - Initial communication, developing support plans and monitoring plans of SEL/Behavior tier 2 and tier 3 students

Evidence:

- PST documentation of students - tier 2 and tier 3
- Bales SEL Committee Plans and Updates - meeting schedule, review of ongoing morning meetings and support plans of students

Bales 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"> ● Suicide prevention ● Conflict resolution ● Violence prevention ● Sexual harassment prevention ● Discipline Management ● Dating violence ● Sex trafficking ● Anti-bullying measures (FFI Legal and Local) ● Trauma-informed care 	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"> ● Instructional methods for addressing the needs of student groups not achieving their full potential; ● Evidence-based practices that address the needs of students for special programs, 		

<p>including suicide prevention programs, conflict resolution programs, violence prevention programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> • Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care; • Professional Learning for all staff; • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; • Implementation of a comprehensive school counseling program. 		
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"> • Primary responsibility is to enforce the law • Maintain close liaison with campus personnel • Shall not act as a school disciplinarian, as disciplining students is a school responsibility • Shall have final authority in all criminal matters that they investigate 	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>

<p>Post High School Pathways:</p> <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>Teaching and Learning Team</p> <p>School Counselors</p>	<p>FISD website postings</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 Bales 3rd grade students that score MEET grade level or above on STAAR Reading will increase from 64% to 70% by June 2024.

Bales Yearly Target Goals				
2020	2021	2022	2023	2024
NA	66%	67%	68%	70%

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	*	52%	67%	*	80%	*	42%	48%	56%	65%	60%	34%	35%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	54%	69%	*	81%	*	44%	49%	58%	67%	61%	36%	37%
2022	*	56%	71%	*	82%	*	46%	50%	60%	69%	62%	38%	39%
2023	*	58%	73%	*	83%	*	48%	51%	61%	70%	64%	40%	41%
2024	*	62%	75%	*	85%	*	50%	52%	62%	72%	65%	42%	43%

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

Early Childhood Mathematics

The percent of Bales 3rd grade students that score MEET grade level or above on STAAR Math will increase from **62% to 70%** by June 2024.

Bales Yearly Target Goals				
2020	2021	2022	2023	2024
NA	64%	66%	68%	70%

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	*	49%	66%	*	79%	*	36%	45%	78%	63%	40%	37%	40%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	51%	68%	*	80%	*	38%	46%	79%	65%	42%	39%	42%
2022	*	53%	70%	*	81%	*	40%	47%	80%	67%	44%	41%	44%
2023	*	55%	72%	*	83%	*	42%	48%	81%	69%	46%	43%	46%
2024	*	57%	74%	*	85%	*	44%	49%	82%	70%	48%	45%	48%

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