

Round Rock Independent School District
Berkman Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

At Berkman Arts Integration Academy, we embrace the needs of all students, creating a positive change through exploration, engagement, and empowerment.

Vision

Creating change...

Core Beliefs

*Growth mindset *Risk taking *Challenge *Focus *Confidence *Community- Parents, Teachers, Students, and beyond *Respect *Change *Creativity
*Support *Collaboration *Explore *Empower *Experience *Success *Positivity *Dual Language *Social and Emotional Learning *Arts Integration
*Problem Solving

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Comprehensive Needs Assessment

Revised/Approved: August 24, 2018

Demographics

Demographics Summary

Berkman Elementary Arts Integration Academy serves a diverse student population totaling around 500. We have the highest economically disadvantaged population in the district. We are a dual language campus and about half of our students are English language learners. We have a high mobility rate.

Demographics Strengths

Berkman has a diverse community. As a dual language campus, we follow the 90/10 model and have set our language of the day to be Spanish everyday. Our program is designed to be inclusive and all students are exposed to both, English and Spanish. We encourage students to embrace their culture and language by celebrating individual strengths, for example speaking a second language. In addition, we are an Arts Integration Academy and our specialists are collaborating with teachers for arts integration.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many of our students have few experiences outside of school and come to school in PreK or Kindergarten with limited exposure to literacy or academic related experiences. **Root Cause:** High economically disadvantaged and mobility rate

Student Academic Achievement

Student Academic Achievement Summary

Studying achievement data allows a school to analyze academic progress and evaluate instructional practices. Student achievement is broken into State Assessment data and other forms of data.

Accountability Rating: Met Standard

DOMAIN 1: Student Achievement 72

DOMAIN 2A: Academic Growth 72

DOMAIN 2B: Relative Performance 80

DOMAIN 3: Closing the Gaps 73

Overall Score: 78

Student Academic Achievement Strengths

STAAR Scores increased in all areas, except for a decline in 4th grade writing.

	2018	2017	Difference	RRISD Overall	State Average	Difference betw BKE and State
3rd Gr Reading Eng.	75/33/28	72/31/13				
3rd Gr Reading Sp	73/33/20	55/20/0				
3rd Gr Reading Combined	75%	60%	15	85%	76/42/24	1
3rd Gr Math Eng	80/48/28	76/42/22				
3rd Gr Math Sp	100%	--				
3rd Gr Math Combined	80%	71%	9	84%	77/46/23	3
4th Gr Reading Eng.	68/32/9	69/46/26	1			
4th Gr Reading Sp	64/9/0	56/13/6	8			
4th Gr Reading Combined	68%	63%	5	82%	72/45/24	4

4th Gr Math	75%	73%	2	84%	78/47/26	3
4th Gr Writing Eng.	53/21/0	59/29/12	6			
4th Gr Writing Sp.	25/8/0	48/14/5	23			
4th Gr Writing Combined	48%	52%	4	74%	61/38/10	13
5th Gr Reading Eng. (April only)	75/53/21	49/32/17				
5th Gr Reading Sp	100/50/10	69/31/13				
5th Gr Reading Combined	84%	54%	30	89%	78/51/25	6
5th Gr Math	89%	64%	25	90%	84/57/30	5
5th Gr Science	83%/39/14	57%	26	85%	75/40/16	8

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing STAAR scores did not increase. **Root Cause:** Writing instruction at the Kinder through 3rd grade must include grammar and phonics instruction and accountability for student use of writing concepts taught.

School Processes & Programs

School Processes & Programs Summary

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- Based on our root cause analysis, targeted improvement plan, and instructional focus document we agreed as a staff to commit to improve Tier I instruction through a high level of expectations for our students and instruction based on research based best practices through the PLC process.
- In the 2016-17 school year, we transformed our campus into an Arts Integration Academy, including collaborative integrated projects, enrichment, and enhanced arts as a curriculum.
- In August 2017, we began as campus process of providing a viable and guaranteed curriculum through identifying priority standards and using multiple check point assessments to assure mastery. We aligned our year-long scope and sequence to meet the needs of our students
- This August, we identified science priority standards and began working on math proficiency scales.
- Plans were made to vertically align writing priority standards.

SCHOOL CONTEXT AND ORGANIZATION

- Our staff has been through a root cause analysis and created a targeted improvement plan for improvement.
- As a staff, we created a list of items that will be seen daily, often, and never on our campus and turned this into our instructional focus document that is posted throughout the campus.
- We have created campus mission and vision statements and a list of core values.
- A vertical team of teachers has created a PBIS system that includes school-wide expectations for classrooms and common areas.

TECHNOLOGY

- Berkman has an Instructional Technology Specialist
- We have an iPad, laptop, or chromebook cart for every two classes
- Each classroom has a ladybug (document camera)
- We have several swivels
- Our library has a set of iPads and a promethean active panel

School Processes & Programs Strengths

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- Improvement in instruction using arts integration and effective PLCs. Staff has become more creative with their teaching strategies and more skilled at

meeting student needs to foster individualized growth.

SCHOOL CONTEXT AND ORGANIZATION

- Staff has collaboratively aligned their vision, mission, and core values for Berkman in order to maximize student growth.

TECHNOLOGY

- Staff and student support with hardware, software, and the ITS allowed for technology integration and enhanced instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instruction was not going deep enough to result in mastery of standards **Root Cause:** Too many standards; priority standards taught to mastery needed to be identified and tracked.

Perceptions

Perceptions Summary

Studying climate and culture allows a school to better understanding how the character of school life relates to norms, values, interpersonal relations, and organizational processes and structures. School climate sets the tone for learning and teaching within the school environment. Research proves that it is predictive of student abilities to learn and develop in healthy ways. A positive school climate directly impacts indicators of success.

HRS Certifications Achieved:

- **Level 1: Safe and Collaborative Culture**
- **Level 2: Effective Teaching in Every Classroom**
- **Level 3: Guaranteed and Viable Curriculum**

Perceptions Strengths

Safe and Collaborative Culture Indicators from Students that Indicated a Majority Agreed:

- The faculty and staff perceive the school environment as safe and orderly.
- Students, parents, and the community perceive the school environment as safe and orderly.
- Teachers have formal roles in the decision-making process regarding school initiatives.
- Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

All 3rd- 5th grade students took the survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students need to feel safe and loved at school. **Root Cause:** Students from trauma or underprivileged homes sometimes do not have these experiences at home.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results


Goals

Goal 1: We will ensure that all facilities are safe and advance learning for every student while planning with our community for sustainable growth.

Performance Objective 1: We will train 100% of our campus staff in CRASE (Civilian Response in Active Shooter Events) procedures.

Evaluation Data Source(s) 1: Sign in

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 1) Schedule CRASE training for campus staff during August professional development.	2.5	Distict Emergency Management Staff Campus Administrators	Increase staff awareness of safety issues and responses				
							

Goal 1: We will ensure that all facilities are safe and advance learning for every student while planning with our community for sustainable growth.

Performance Objective 2: We will conduct safety drills for 100% of our campus staff and students so they are aware of the appropriate behaviors and actions in different emergency contexts.

Evaluation Data Source(s) 2: Safety drill schedule and procedures

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Create a timeline to conduct the required number of each type of safety drill (evacuation, shelter-in-place, tornado and active shooter) during the 2018-2019 school year and manage through the district ERIP system.</p>		Campus administrators	Awareness of campus emergency procedures and an opportunity to practice in case of an actual emergency.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: We will ensure that all facilities are safe and advance learning for every student while planning with our community for sustainable growth.

Performance Objective 3: Limit visitors who have not undergone the district-approved sign-in/authorization process access to the building.

Evaluation Data Source(s) 3: Raptor records

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Conduct an audit of all campus points of entry and change processes as needed in order to decrease points of entry to the campus interior.</p>		Campus Administrators	Increased campus security				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: We will ensure that all facilities are safe and advance learning for every student while planning with our community for sustainable growth.

Performance Objective 4: Refine campus procedures to maximize student and staff safety during emergency situations and share with staff.

Evaluation Data Source(s) 4: Campus safety and duty procedures
 Staff Meeting Agendas and Principal Weekly Emails containing safety information

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop duty posts in crucial areas where staff will be stationed during arrival and dismissal.		Campus administrators, leadership team	Increase in student safety				
2) Continue to train and lead a school safety patrol group.		PE teacher, campus administrators	Increase in student safety				
3) Develop a student supervision plan that includes details about appropriate monitoring before school, during lunch and after school.		Campus administrators	Increase in student safety				
4) Train staff on updated campus emergency plan.		Campus administrators	Staff understanding of emergency plan resulting in an increase in student safety				
5) Post signs on exterior doors and portables instructing visitors to check-in through Raptor in the front office during the school day.		Campus administrators, front office staff	Increased safety on campus				







Goal 2: We will promote academic excellence through learning and enrichment opportunities that engage and inspire every student.

Performance Objective 1: Study and implement best practices of instruction in all content areas by highlighting arts integration to continue to increase STAAR Meets Grade Level and Masters Grade Level performance, the number of student reading above grade level, and students mastering grade level content at 80% or higher.

Evaluation Data Source(s) 1: STAAR Data 2019, EOY 2019 BAS/EDL/Data, Student Grades

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Continue to utilize techniques such as arts integration, creative problem solving and Thinking Maps to enhance vocabulary instruction and deepen understanding of language arts and math concepts. Materials and reference materials will be provided.</p>	2.4, 2.5, 2.6	Campus administrators, AIA coordinator, Instructional Coaches	Increased reading levels and math performance on priority standards				
Funding Sources: Title I-A, Imp Basic Prg - 719.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Increase collaboration between interventionists/special education teachers and classroom teachers resulting in common and/or complementary, intentional goal setting.</p>	2.4, 2.5, 2.6	Classroom teachers, interventionists, special education teachers, instructional coaches, campus administrators	Increased student performance				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Utilize Reggio Emilio strategies in the Kindergarten classroom to encourage students to take initiative for their learning and increase engagement.</p>	2.4, 2.5, 2.6	Kindergarten teachers, instructional coaches, campus administrators	Increased student performance				
Funding Sources: Title I-A, Imp Basic Prg - 600.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) Classroom teachers will identify priority TEKS in science and utilize them during PLCs.</p>	2.4, 2.5, 2.6	Classroom teachers, instructional coaches, campus administrators	Increased student success in science.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Provide opportunities for writing across the curriculum through student reflection and metacognitive thinking throughout units of instruction using techniques such as Interactive Notebooks and student goal setting.</p>	2.4, 2.5, 2.6	Campus administrators, Instructional coaches, AIA Coordinator	Increased reading levels and math performance on priority standards				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Implement the components of Balanced Literacy with fidelity. This includes: Reading Workshop, Writing Workshop, authentic grammar, word study, interactive and guided reading/writing, and shared reading/writing. Provide professional development as needed. Writing priority standards will be tracked to assure mastery.</p>	2.4, 2.5, 2.6	Campus administrators, Instructional coaches, AIA Coordinator	Increased reading levels and language arts performance on priority standards				
Funding Sources: Title I-A, Imp Basic Prg - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>7) Implement progress monitoring in reading and math on a regular basis in order to make informed decisions about student interventions and enrichment, by creating pre-assessments, formative assessments, and summative assessments for units.</p>	2.4, 2.5, 2.6	Campus administrators, interventionists, teachers	Increased student achievement in reading and math				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) Using researched-based best practices, teachers will implement engaging math lessons through the use of instructional practices such as math workshop, real-world problem solving and Number Talks. Professional Development will be provided as needed. Math priority standards will be tracked for mastery.</p>	2.4, 2.5, 2.6	Campus administrators, Instructional Coaches, teachers	Increased student achievement in math and performance on math priority standards				
Funding Sources: Title I-A, Imp Basic Prg - 0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: We will promote academic excellence through learning and enrichment opportunities that engage and inspire every student.

Performance Objective 2: Increase use of technology in order to enhance instruction, student engagement and achievement.

Evaluation Data Source(s) 2: 2019 Campus Climate Survey, lesson plans, artifacts from technology collaboration projects

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 1) Support reading, writing, and math in the classroom with software programs, online resources, and strategies using Google Apps for Education. Purchase campus licenses for some approved programs such as Lone Star Learning and Learning A-Z. Send home login information so that students can access programs from home.	2.4, 2.5, 2.6	Campus Administrators, Campus Instructional Technology Specialist, Instructional Coaches	Increase in reading, writing, and math performance				
	Funding Sources: Title I-A, Imp Basic Prg - 5000.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 2) Arrange collaborative planning between ITS and all classroom teachers to plan lessons to enhance student learning.	2.4, 2.5, 2.6	Campus Administrators, Campus Instructional Technology Specialist, Arts Integration Coordinator	Increased use of technology to enhance instruction and student mastery of content				
	Funding Sources: Title I-A, Imp Basic Prg - 0.00						

Goal 2: We will promote academic excellence through learning and enrichment opportunities that engage and inspire every student.

Performance Objective 3: Increase use of technology to enhance instruction, student engagement and achievement with the goal of exposing students to post secondary skills.

Evaluation Data Source(s) 3: 2019 Campus Climate Survey

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Implement a Makerspace and groups such as techies, robotics, coding, web design, etc. to increase student driven discovery and critical thinking skills.</p>	2.4, 2.5, 2.6	Campus Administrators, Campus Instructional Technology Specialist, Librarian, Arts Integration Coordinator	Increase of student exposure to creative and critical thinking to enhance post secondary skills				
Funding Sources: Title I-A, Imp Basic Prg - 1000.00							
							


Goal 2: We will promote academic excellence through learning and enrichment opportunities that engage and inspire every student.

Performance Objective 4: Provide exposure to fine arts experiences outside of the classroom and in partnership with community organizations and presenters.

Evaluation Data Source(s) 4: Student focus groups survey results
2019 Climate Survey Results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) Plan and participate in targeted field trips for students to deepen understanding and appreciation of fine arts and make connections to all areas of learning.	2.4, 2.5, 2.6	Campus Administrators, Arts Integration Coordinator, Team Leaders	Expand student experiences resulting in increased capacity for learning and success.				
				Funding Sources: Grant Funds - Unique to Campus - 2500.00			
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 2) Provide campus performances relating to content area and fine arts concepts to deepen student understanding of both areas and provide teachers with ideas for arts integration strategies.	2.4, 2.5, 2.6	Campus Administrators, Arts Integration Coordinator, Team Leaders, Fine Arts Teachers	Expand student experiences and increase motivation resulting in elevated capacity for learning and success. Increase teacher capacity for arts integration.				
				Funding Sources: Grant Funds - Unique to Campus - 5000.00			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Continue to offer a variety of arts related after school and school day embedded enrichment programs to increase student engagement with provided bus transportation and snacks at no cost to parents for after school classes. A showcase at the end of each semester will bring parents and community members in for students to perform or display their learning.	2.4, 2.5, 2.6, 3.2	Campus Administrators, Arts Integrations Coordinator, Enrichment Instructors	Increase student experiences in creative and critical thinking through enriching classes and exposure to areas beyond their community.				
				Funding Sources: Innovative Grant - 25000.00			

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Continue to include STEM Scouts in after school program to increase understanding of and build interest in STEM concepts.</p>	2.4, 2.5, 2.6	Campus Administrators, Campus Instructional Technology Specialist, Arts Integration Coordinator, STEM Scouts representative	Expose students to science and critical thinking activities and increase science performance and motivation.				
Funding Sources: Grant Funds - Unique to Campus - 0.00							
							

Goal 2: We will promote academic excellence through learning and enrichment opportunities that engage and inspire every student.

Performance Objective 5: Increase students' opportunities for learning by decreasing absences and tardies.

Evaluation Data Source(s) 5: Campus attendance rate
Campus tardy records

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Celebrate student behavior, attendance, and/or performance in district, state, or national activities/events during Bee Rallies, broadcast, and on "What's the Buzz" bulletin board..</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, ITS, Broadcast staff and crew	Student motivation for behavior, attendance, and performance will increase.				
Funding Sources: Activity Acct.- Principal Acct. - 200.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Discuss and develop an action plan for students with attendance and/or tardy concerns. Follow through with parent notifications and meetings to develop attendance and tardy plans.</p>	2.4, 2.5, 2.6	Classroom teachers, campus administrators, attendance specialist	Increased student attendance and decreased tardies.				

Goal 2: We will promote academic excellence through learning and enrichment opportunities that engage and inspire every student.

Performance Objective 6: Plan for differentiated instruction to meet the needs of the students that we serve.

Evaluation Data Source(s) 6: BAS/EDL/SEL End of Year data
Assessment data from Math Priority Standards

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Use backwards design during extended planning sessions to be intentional with use of Arts Integration strategies used and plan purposeful strategy implementation focused on priority standards to ensure fidelity and longevity.</p>	2.4, 2.5, 2.6	Campus Administrators, Arts Integration Coordinator, Instructional Coaches, Campus Arts Specialists	Increased student performance/ success				
Funding Sources: Title I-A, Imp Basic Prg - 3000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Continue utilizing a master schedule that provides a collaboration day for fine arts specialists to work with assigned grade levels in supporting arts integration strategies and units of study and an additional PE time once a week for each classroom teacher to utilize for planning and prepping arts integrated learning experiences.</p>	2.4, 2.5, 2.6	Campus Administrators, Arts Integration Coordinator, Campus Specialists, Team Leaders	Increased collaboration time for arts specialists and classroom teachers.				
							


Goal 2: We will promote academic excellence through learning and enrichment opportunities that engage and inspire every student.

Performance Objective 7: Continue to implement horizontal PLCs in order to identify and make plans to teach the standards that students need to learn, how students will be assessed, and how intervention and enrichment will be provided in order to facilitate student growth

Evaluation Data Source(s) 7: PLC Artifacts, STAAR 2019, Accountability Summary 2019

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Plan and use pre-assessments, formative assessments and post-assessments in PLCs in order to provide differentiated Tier 1 instruction, intervention, and enrichment. Continue calibration of writing and conferring with writers expectations. Track priority standards for math and writing.</p>	2.4, 2.5, 2.6	Campus Administrators, Instructional coaches, teachers	Instruction will target student needs from the beginning of the unit and throughout, eliminating wasted time				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will identify priority standards for science, and revisit/revise them for reading, writing, and math to be utilized during PLCs. Proficiency scales will be developed for math and writing to be tracked during PLCs. Vertical PLCs focused on priority standards will meet quarterly to review progress and assure vertical alignment.</p>	2.4, 2.5, 2.6	Campus administrators, Instructional Coaches, Arts Integration Coordinator, Leadership Team	Target instruction to positively impact student learning at a deeper level.				
Funding Sources: Title I-A, Imp Basic Prg - 2250.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Team leaders will continue to participate in a book study using "Collaborative Teams that Transform Schools" in order to help them lead PLCs more effectively, in order to create and monitor proficiency scales, increase teacher development using the pineapple chart peer observations, and develop leadership for second-order change.</p>	2.4, 2.5, 2.6	Campus administrators, Instructional Coaches, Arts Integration Coordinator, Leadership Team	Use of priority standards and peer observations to focus PLCs and improve instruction resulting in increased student success.				
Funding Sources: Title I-A, Imp Basic Prg - 3000.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Purchase and utilize high quality instructional materials and supplies to support best practices in planning for instruction, intervention, and enrichment.</p>	2.4, 2.5, 2.6	Campus administrators, Instructional Coaches, Arts Integration Coordinator, Leadership Team	Use of instructional materials to enhance instruction and increase student success				
Funding Sources: Title I-A, Imp Basic Prg - 3000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>5) Utilize intervention (academic, behavior, TAG) and special education staff in PLCs when planning for differentiated instruction and materials based on individualized student needs.</p>	2.4, 2.5, 2.6	Campus administrators, Instructional Coaches, Interventionists, Special Education staff	Enhanced quality of differentiated instruction resulting in student growth				
							

Goal 3: We will implement internal and external communication systems to engage and inform, build trust and develop partnerships with students, staff, parents and the community.

Performance Objective 1: Increase students'opportunities for learning by decreasing absences and tardies.

Evaluation Data Source(s) 1: Campus attendance reports
Campus tardy reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Celebrate student behavior, attendance, and/or performance in district, state, or national activities/events during assemblies or on broadcast.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers	Student motivation for behavior, attendance, and performance will increase.				
Funding Sources: Activity Acct.- Principal Acct. - 200.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Discuss and develop an action plan for students with attendance and/or tardy concerns. Follow through with parent notifications and meetings to develop attendance and tardy plans.</p>		Classroom teachers, campus administrators, attendance specialist	Increased student attendance and decreased tardies.				


Goal 3: We will implement internal and external communication systems to engage and inform, build trust and develop partnerships with students, staff, parents and the community.

Performance Objective 2: Provide experiences for students to appreciate and celebrate diversity and multiculturalism within and outside of our community.

Evaluation Data Source(s) 2: 2018 Campus Climate Survey

Attendance rosters for events such as Multicultural Night and Pan Dulce Con Papas.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Develop an appreciation for diversity and cultural celebrations through the use of our marquee, displays throughout the campus, student participation, assemblies/ performances, classroom instruction specifically addressing cultures, including but not limited to studying important people and events	2.5, 2.6, 3.2	Campus Administrators, Multicultural Night Committee, classroom teachers	Enhanced student climate and sense of community. Increased parent involvement.				
	Funding Sources: Title I-A, Imp Basic Prg - 500.00						
Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6 2) Celebrate cultural differences through the arts in events such as Multicultural Night, Chalk Walk, PTA Carnival, Storybook Parade, Literacy Night, STEAM Night, Battle of the Bluebonnets, Music Festival, Muffins with Mom, Pan Dulce con Papa, Google Expeditions, and after school enrichment activities. Invite parent input on the Parent Involvement Policy, the parent/ student/ staff compact, and present information about Title I.	2.5, 2.6, 3.1, 3.2	Campus Administrators, Arts Integration Coordinator, Multicultural Night Committee members, Parent Community Specialist, Counselors	Increased student awareness and appreciation of various cultures.				
	Funding Sources: Title I-A, Imp Basic Prg - 1000.00						
							

Goal 3: We will implement internal and external communication systems to engage and inform, build trust and develop partnerships with students, staff, parents and the community.

Performance Objective 3: Increase campus focus on community and family involvement.

Evaluation Data Source(s) 3: Sign in sheets and agendas from community and family involvement events
Campus climate survey results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Include members of the school community in focus groups who will be asked to help with campus decision making and other campus improvement efforts, focusing on those regarding students social and emotional learning. Focus groups include the monthly Coffee with Principals, Popcorn for Parents, and other groups as needed.</p>	2.5, 2.6, 3.2	Campus Administrators, Parent Liason	Increased parent involvement				
Funding Sources: Title I-A, Imp Basic Prg - 990.00							
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Provide opportunities to share with parents and community about social and emotional initiatives through the District Family Resource and Adult Education Center, campus counselors, and the Social/Emotional Coordinator.</p>	2.5, 2.6, 3.2	Campus Administration, Parent Liason, Counselors	Increased parent involvement Decreased student behavioral difficulties				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Recruit mentors for students in need of additional assistance for academic assistance, literacy partners, and strings assistance.</p>	2.5, 2.6, 3.2	Counselors, librarian, strings teacher, campus administrators, Arts Integration Coordinator, counselors	Increased student achievement and decreased student inappropriate behaviors.				

<p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>4) Maintain an inclusive and safe community through our "No Place for Hate" designation by continuing activities and efforts led by student ambassadors and counselors.</p>		Campus administrators, counselors	Positive campus community with empowered student leaders.				
Funding Sources: General Fund: Form A - 0.00							
<p>Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6</p> <p>5) Increase parental involvement and understanding about their school (including understanding of school-wide expectations) through family events. The family events include Back to School Night, STEAM Night, AIA Showcase events, and Multicultural Night.</p>	2.5, 2.6, 3.2	Campus Administrators, Event committee members, Parent Liason	Increased parent involvement and positive student behavior				
Funding Sources: Title I-A, Imp Basic Prg - 1000.00							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) Participate in district-wide PreK/Kindergarten round-up to enroll students entering school for the first time in order to set up a positive school experience by providing full day PreK and Kindergarten programs.</p>	2.4, 2.5, 2.6	Counselors, campus administrators, PreK and Kindergarten teachers, registrar	Begin students in a positive prekindergarten experience to set them up for future success.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Provide after school and in school enrichment opportunities that allow students to work with community members to create and maintain a school garden and beautify the campus with landscaping and decorating unsightly areas.</p>	2.5, 2.6	Campus Administrators, Arts Integration Coordinator	Expose students to working with community members and learning about a potential career opportunity. Involve the community in campus activities.				
Funding Sources: Activity Acct.- Principal Acct. - 0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>8) Staff members will conduct home visits for October parent conferences in order to build relationships and partnerships with families.</p>	2.5, 2.6, 3.2	Teachers and staff Campus administrators	Improved parent relationships Increased student success due to family partnerships.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>9) Invite families and community members for campus tours and to family nights.</p>	2.6, 3.2	Campus administrators Counselors Event committees	Increased awareness and involvement in campus and with students.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>10) Each grade level will select and sponsor a restaurant spirit night and invite students and families.</p>	2.6, 3.2	Campus staff	Develop and build relationships with students, parents, and community members.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 3: We will implement internal and external communication systems to engage and inform, build trust and develop partnerships with students, staff, parents and the community.

Performance Objective 4: Increase clear and consistent communications across all platforms.

Evaluation Data Source(s) 4: Parent contact logs
 Social media sites
 School messenger and email records

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 CSF 6 1) Publicize innovations and learning through various modes such as youtube, Twitter, Facebook, Instagram, and more.	2.5, 2.6	ITS Campus administrators AIA coordinator	Increased positive publicity and support by local community and broader arts community.				







Goal 3: We will implement internal and external communication systems to engage and inform, build trust and develop partnerships with students, staff, parents and the community.

Performance Objective 5: Increase collaboration and build closer relationships between campus staff, students, and their families.

Evaluation Data Source(s) 5: Climate survey of staff, students, and parents
Broadcast archives

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Invite a specials staff member to behavior SST meetings and/or intentionally share results of meeting.	2.5, 2.6	Behavior Interventionist Campus Administrators Specials staff	Increased staff collaboration resulting in improved student performance.				
Critical Success Factors CSF 6 2) Include faculty members on the broadcast providing inspirational messages, jokes, messages, modeling and affirmations.	2.5, 2.6	ITS Theatre teacher All staff	Improved staff and student relationships.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

Performance Objective 1: Provide additional support for dual language teachers as they implement the district DL model.

Evaluation Data Source(s) 1: PLC artifacts, 2019 TELPAS, 2019 STAAR, Accountability Summary 2019

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Through the dual language PLCs, DL teachers will develop their understanding of and plan teaching for biliteracy and the transition from a 50/50 to a 90/10 model utilizing the district dual language instructional model and components, in addition to student assessment and language data. Professional development, instructional materials and reference supporting teaching for biliteracy will be provided, as needed.	2.4, 2.5, 2.6	Campus administrators, Dual Language Coach, DL teachers	Students will thrive in the DL program and advance to middle school as biliterate and bilingual. Our goal is for 100% of our DL 5th graders to earn one year Spanish HS credit through achieving the required score on the APPL test.				
	Funding Sources: State Bilingual - 3500.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Provide extra planning time for dual language teachers so that they can properly plan for the additional components required by the district DL program.	2.4, 2.5, 2.6	Campus administrators, Dual Language Coach	High quality teaching in DL classrooms, resulting in increased student success				
	Funding Sources: State Bilingual - 1425.00						

Goal 4: We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

Performance Objective 2: Continue to implement vertical PLCs and expand the use of them to grow the instructional capacity of staff members.

Evaluation Data Source(s) 2: PLC Artifacts, STAAR 2019, Accountability Summary 2019

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Continue to intentionally implement vertical PLC teams to enhance learning, ensure collaborative decision making for campus initiatives, plan family events, and improve the campus culture. Vertical PLCs will include School Culture, Campus Beautification, Ground Works (PBIS), and Parent/Community Involvement. Vertical PLCs will additionally include content vertical teams focused on priority standards: Reading, Writing, Math, and Science.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Campus administrators, vertical team leaders	Teacher empowerment and collaborative planning resulting in increased school effectiveness.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Continue to utilize data focused PLCs to reflect on student level data and respond to areas of needs and strengths. Responses may include professional development, purchasing of instructional materials and/or teacher resources, and peer observations, and use of priority standards tracking.</p>	2.4, 2.5, 2.6	Campus administrators, Instructional Coaches, AIA Coordinator, Team Leaders	Teacher improvement resulting in increased student success.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Conduct learning walks and peer observations with various groups of staff members followed by PLCs to discuss findings and create plans for instructional improvement.</p>	2.4, 2.5, 2.6	Campus administrators, Instructional Coaches, AIA Coordinator	Teacher empowerment and learning resulting in increased campus success.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

Performance Objective 3: Implementation of Arts Integration strategies and collaborative units of study to increase student engagement and depth of understanding of academic concepts with the goal of increasing achievement.

Evaluation Data Source(s) 3: 2019 STAAR Results, 2019 Accountability Summary, survey results from staff, students, and parents, and student focus group results.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Continue Arts Integration and collaboration with fine arts specialists will enhance instruction and student engagement, as well as parent/community involvement.</p>	2.4, 2.5, 2.6	Campus administrators, AIA Coordinator, Leadership Team	Increased arts integration in classrooms, enhanced creative and critical thinking in students, increased parental and community involvement, increased student performance.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Continue to implement components of the Innovation Grant to provide professional development targeting arts integration strategies and long term sustainability. Include visits to other campuses that are using arts integration to learn new ideas.</p>	2.4, 2.5, 2.6	Campus Administration, Arts Integration Coordinator, Campus Specialists, Innovation Grant Evaluators	Enhanced arts integration in classrooms due to increased understanding of new techniques to implement to improve our program.				
Funding Sources: Title I-A, Imp Basic Prg - 0.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Create a master schedule that provides a collaboration day for fine arts specialists to work with assigned grade levels in supporting arts integration strategies and units of study, including a blend of classes in specials to increase cross-collaboration among homerooms.</p>	2.4, 2.5, 2.6	Campus Administrators, Arts Integration Coordinator, Campus Specialists, Team Leaders	Increased collaboration between grade level and fine arts specialists and arts integration in classrooms.				
							







Goal 4: We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

Performance Objective 4: Individualize and enhance professional development opportunities for Berkman AIA staff members based on T-TESS goals and areas of growth, as well as campus and district initiatives.

Evaluation Data Source(s) 4: Sign in sheets and agendas from PD days and staff meetings, teacher certificates and records from district and non-district professional development, lesson plans reflecting new strategies.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Provide opportunities for teachers to attend professional development and to possibly lead professional development based on successful classroom implementation of strategies learned. Administrators, instructional coaches, and AIA coordinator may attend PD and collaborate with teachers afterwards for successful classroom implementation.</p>	2.4, 2.5, 2.6	Campus Administrators, Arts Integration Coordinator, Instructional Coaches, Teacher Leaders	Increased teacher instructional capacity and empowerment.				
Funding Sources: Title I-A, Imp Basic Prg - 6700.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Encourage staff to participate in district level professional development, such as cohort PD groups including, but not limited to content area collaboratives, Reading Rocks, and Writing Rocks.</p>	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Teacher Leaders	Increased teacher capacity, improved student performance				
Funding Sources: General Fund: Form A - 0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Staff will participate in celebratory and team building staff development experiences throughout the year to foster and grow a climate of collegiality.</p>	2.5	Campus administrators, Leadership Team	Improved campus culture and collaboration				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) Highlight and recognize staff members for implementation of innovative instructional strategies on weekly emails, staff meetings, etc.</p>	2.4, 2.5, 2.6	Campus Administrators, Arts Integration Coordinator, Instructional Coaches	Improved campus culture and knowledge of various instructional strategies				







<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Provide opportunities for teachers to engage in coaching cycles and coaches to attend team PLCs with the goal of improving their instruction and student success.</p>	2.4, 2.5, 2.6	Campus administration, Arts Integration Coordinator, Instructional Coaches	Documentation from coaching cycles, sign in from grade level PLCs				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>6) Provide opportunities for teachers to engage in peer observations accompanied by an instructional coach or the Arts Integration Coordinator and participate in a reflection and goal setting debriefing session following the observation.</p>	2.4, 2.5, 2.6	Campus administrators, Instructional Coaches, Arts Integration Coordinator.	Improved instructional practices and self-awareness by the teacher who participates.				
Funding Sources: Title I-A, Imp Basic Prg - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) Establish a system of voluntary opportunities for peer observations using pineapple charts and/or posting lessons in an open format available to all staff members.</p>	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Team Leads.	Improved instructional practices and self-awareness by the teacher who participates.				
Funding Sources: Title I-A, Imp Basic Prg - 0.00							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

Performance Objective 5: Maintain and sustain a positive school culture and environment through implementation of intentional strategies and systems.

Evaluation Data Source(s) 5: BUBS 2018-19, Parent and Community Engagement Levels, Climate Survey

Summative Evaluation 5:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Establish the practice of regularly sharing out positive, mindful activities among staff and students, such as: entries in happy journals, shared writing on school boards, and regular podcasts.</p>	2.4, 2.5, 2.6	Campus Administrators, Team Leaders.	Improved campus culture, including SEL improvement for students and staff.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>2) Ensure that all visitors are welcomed with a warm greeting and a service oriented attitude from the front office staff and throughout the school building.</p>	2.4, 2.5, 2.6, 3.2	Campus Administrators, Front Office Staff, all staff members.	Improved campus culture, including SEL improvement for students and staff, and increased community engagement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Establish a system for sharing positive feedback and perspectives gained following all school and classroom visits.</p>	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, AI Coordinator, Team Leaders.	Improved campus culture, including SEL improvement for students and staff.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: We will identify, develop, support, and retain a talented team of teachers, administrators, and staff who are equipped to meet the needs of every student.

Performance Objective 6: Focus on respecting and valuing differences within the Berkman AIA community and increasing awareness of differences through an equity lens.

Evaluation Data Source(s) 6: Climate Survey, Parent/Community/Student Engagement Levels, Indicators of Culturally Responsive Environment

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Imbed staff development and other structured sharing opportunities among the staff that are focused on the topics of equity, privilege, and cultural understanding for culturally responsive teaching.</p>	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Team Leaders, AI Coordinator.	Improved campus culture, including SEL improvement for students and staff, and increased student and community engagement.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Establish an AI activity for staff to first create and share, and then more regular opportunities to share, their personal stories that identify their path and purpose.</p>	2.4, 2.5, 2.6	Campus Administrators, AI Coordinator.	Improved campus culture, including SEL improvement for students and staff, and increased student and community engagement.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 5: We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

Performance Objective 1: Increase culturally relevant literature in classroom and campus libraries by purchasing books with characters that look like our students.

Evaluation Data Source(s) 1: Student climate survey 2019

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Students will have access to literature that is culturally relevant to their uniqueness and needs. Students will use these books as they engage in book clubs and small group strategy lessons.</p>	2.4, 2.5, 2.6	Campus Administrators, teachers and support staff that support students when reading.	Increased reading levels as evident on BAS/ and STAAR testing				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 6</p> <p>2) Provide cultural awareness lessons and opportunities during the school day, to value and accept individual cultural and racial unique characteristics, including age appropriate, popular student language and concepts.</p>	2.5, 2.6	Campus Administrators and teachers	Students will feel accepted and valued in the school setting. They will also become aware of other's cultures and unique racial characteristics as their exposure increases.				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue







Goal 5: We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

Performance Objective 2: Implement structures, systems, and programs that promote social and emotional learning.

Evaluation Data Source(s) 2: Student climate survey 2019, Lesson plans, Berkman AIA Staff Handbook

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide teachers/staff with Capturing Kids Hearts training and follow up visits from our CKH consultant to provide support. Add to our Process champions team and strive to become a CKH National Showcase Campus.</p>	2.5, 2.6	Campus administrators, Ground Works committee, Process Champions Team	Increased student achievement due to teacher relationships				
<p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>2) Continue to implement the Second Step program with fidelity: in classrooms weekly with daily follow up lessons/activities during SEL time, during counselors guidance lessons, and during specials classes</p>	2.4, 2.5, 2.6	Campus administrators, counselors, team leaders, Ground Works team	Direct teaching of and focus on SEL skills will result in students demonstrating appropriate social skills a majority of the time.				
<p>Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Continue to provide Emergent Tree training and support to teachers and Ground Works committee members, as well as coaching support for the behavior interventionist and other staff. Utilize Emergent Tree data collection systems. Continue to provide Solid Roots as behavior tier 2 and 3 interventions.</p>	2.4, 2.5, 2.6	Campus administrators, Ground Works committee, behavior interventionist, counselors	Decreased office referrals, increased student success				
Funding Sources: Title I-A, Imp Basic Prg - 2600.00							







<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Maintain PBIS plan that is focused on positive behavior. Continue to teach students expectations for responsible behavior in every school environment by relating student actions to our school-wide expectations. Continue to provide positive feedback to students when they are meeting expectations and following the guidelines for success. View misbehavior as a teaching opportunity and respond with calm, consistent corrections or consequences and language.</p>	2.4, 2.5, 2.6, 3.2	Campus administrators, Ground Works committee, behavior interventionist, ITS	Increased appropriate behavior and student learning; decreased inappropriate behavior.				
Funding Sources: Title I-A, Imp Basic Prg - 500.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Continue to provide responsive and proactive counseling services in order to meet students social and emotional needs and keep parents well informed. Provide focused professional development for counselors so they can best serve students and parents. Expand counselors role in community outreach and assistance for families in need.</p>	2.4, 2.5, 2.6, 3.2	Counselors, campus administrators	Students will be more equipped to manage difficult situations and will be more successful in class. Families will have a source of support for community services.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>6) PE teachers will provide SEL lessons on Mondays to compliment the Second Step and campus/ classroom needs.</p>	2.4, 2.5, 2.6	Campus administrators, Arts Integration Coordinator, PE teachers	Increased student positive behaviors and academic success				
Funding Sources: Title I-A, Imp Basic Prg - 200.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>7) Provide opportunities to share with parents and community about social and emotional initiatives through the District Family Resource and Adult Education Center, campus counselors, and the distirct SEL coordinator.</p>	2.4, 2.5, 2.6, 3.2	Campus administrators, counselors, PCS	Increased family and community support and understanding of SEL and it's importance.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

Performance Objective 3: Create a school culture where school-wide engagement and interaction mirror global citizenry.

Evaluation Data Source(s) 3: School Climate Survey 2019

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Implement advisory time during the school day by creating multi-grade level small groups and incorporate mindfulness activities during this time.</p>	2.4, 2.5, 2.6	Campus administrators, Ground works committee, counselors, instructional coaches. AIA coordinator	Increased campus community and climate.				
<p>Critical Success Factors CSF 6</p> <p>2) Create a buddy system to pair older students with younger students to meet weekly. Activities could include lunch together, reading, writing letters, making cards for elderly people or others, create class projects, gardening, etc.</p>	2.5, 2.6	Classroom teachers, campus administrators, counselors	Increased relationships and improved campus community and climate				
<p>Critical Success Factors CSF 6</p> <p>3) Split all classes and remix for specials time.</p>	2.5, 2.6	Specials staff, classroom teachers	Increased relationships between all students on a grade level.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

Performance Objective 4: Engage students in culturally responsive experiences and exploration through daily teaching and learning

Evaluation Data Source(s) 4: Climate survey 2019

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Increase library of culturally relevant literature in classroom and campus library by purchasing books with characters of like heritage of our students.</p>	2.5, 2.6	Librarian, campus administrators, team leaders	Increased student understanding of their own and other cultures.				
Funding Sources: General Fund: Form A - 0.00, Title I-A, Imp Basic Prg - 0.00							
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Students will participate in walking field trips to various community locations to increase awareness of our Berkman community.</p>	2.5, 2.6	Campus administrators, classroom teachers, leadership team	Increased awareness of our community and the bond that ties us together.				

Goal 5: We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

Performance Objective 5: Meet students basic needs by providing nourishing snacks and water for special events such as testing.

Evaluation Data Source(s) 5: Testing procedures document

Summative Evaluation 5:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Provide students with proper snacks and water for the STAAR and after school enrichment programs and events so they can concentrate on giving their best effort.</p>	2.4, 2.6	Campus administrators, administrative associate	Students will not perform poorly on STAAR or performances due to hunger				
Funding Sources: Title I-A, Imp Basic Prg - 300.00							

Goal 6: We will prepare every student for success after high school through a variety of experiences and learning pathways.

Performance Objective 1: Provide opportunities for students to experience leadership opportunities in order to improve collaboration and increase student success in 21st century skills.

Evaluation Data Source(s) 1: 2019 Campus Climate Survey, HRS Surveys, documentation of participation in leadership positions

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Grow student leadership and empathy for others through continuing No Place for Hate, the World Class Leadership Conference, Safety Patrol, and Student Ambassadors.</p>		Campus Administration, Counselors	Increased student leadership and understanding of the impact they can make on their community				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Continue Student Council group to participate in leadership activities on the campus and in the district and community</p>	2.5, 2.6	Campus Administration	Increase in student leadership skills and understanding of post secondary skills				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Implement UIL academic teams encouraging students' creative and analytical thinking.</p>	2.5, 2.6	Campus Administrators, UIL Coordinator, UIL Coaches	Increased student involvement in UIL				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: We will prepare every student for success after high school through a variety of experiences and learning pathways.

Performance Objective 2: Increase use of technology to enhance instruction, student engagement and achievement with the goal of exposing students to post secondary skills.

Evaluation Data Source(s) 2: 2019 Campus Climate Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Implement a Creation Station (Makerspace) to increase student driven discovery and critical thinking skills.	2.5, 2.6	Campus Administrators, Campus Instructional Technology Specialist, Librarian, Arts Integration Coordinator	Increase of student exposure to creative and critical thinking to enhance post secondary skills				
	Funding Sources: Title I-A, Imp Basic Prg - 0.00						
2) Utilize resources such as Google Cardboard, WeDo Robotics (K-2), NXT Robotics (3-5) for enrichment and Tech Apps TEKS skills. Provide necessary training for staff.		Campus Administrators, Campus Instructional Technology Specialist	Increased students' creative and critical thinking skills to enhance post secondary skills				
							

Goal 6: We will prepare every student for success after high school through a variety of experiences and learning pathways.


Performance Objective 3: Provide enriching and engaging experiences to cultural and career opportunities including community partnerships.

Evaluation Data Source(s) 3: After school enrichment participation numbers

Student focus group survey results

2019 Climate Survey Results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Colleges will continue to be highlighted through activities such as college shirt days, college fine arts performances, and a display of the colleges that staff attended. Begin a college day by inviting representatives from local colleges.</p>	2.5, 2.6	Counselors, campus administrators, Campus Beautification Vertical Team	Expose students to a variety of colleges to motivate them to consider post-secondary options				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Continue to provide a career day to bring community members from various careers to campus so they can share what they do with students. Younger students will experience a visit from community members who have a vehicle they can explore to learn about careers.</p>	2.5, 2.6	Campus administrators, counselors	Provide some understanding of the importance of school and what their options could be after high school or college.				
Funding Sources: Activity Acct.- Principal Acct. - 200.00							
							

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kathy Cawthron	Principal
Administrator	Mary Ann	Assistant Principal
Bilingual Coach	Deborah Vasquez	DL Coach
Non-classroom Professional	Matt Schuppert	AIA Coordinator
Non-classroom Professional	Larissa Gomez	Counselor
Non-classroom Professional	Michele Row	Special Education
Non-classroom Professional	Megan Flynn	Behavior Interventionist
Classroom Teacher	Dianna Montes	Kinder DL Teacher
Classroom Teacher	Traci Ho	1st Grade teacher
Classroom Teacher	Perla Huxford	2nd grade DL teacher
Classroom Teacher	Jennifer Bell	3rd grade teacher
Classroom Teacher	Charlotte Young	4th grade teacher
Classroom Teacher	Betty Pina	5th grade DL teacher
Non-classroom Professional	Carrie Alternburger	Visual Art Specialist
Non-classroom Professional	Rachel Hadden	Academic Interventionist
Parent	Beatriz Gutierrez	Parent
Parent	Susan Kinney	Parent
District-level Professional	Tim Lowke	Asst Director for Visual and Performing Arts
Community Representative	Scot Wilkinson	Director for the Arts and Culture, City of Round Rock

Campus Funding Summary

Title I-A, Imp Basic Prg					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Materials for activities		\$719.00
2	1	3	Subs for extra planning		\$600.00
2	1	6	Costs included in other goals		\$0.00
2	1	8	Included in other strategies		\$0.00
2	2	1	Licenses for online programs		\$5,000.00
2	2	2	Materials and subs covered in another strategy		\$0.00
2	3	1	Materials for makerspace and groups		\$1,000.00
2	6	1	Extra duty pay and substitutes		\$3,000.00
2	7	2	Subs for extra planning		\$2,250.00
2	7	3	Subs and materials for peer observations		\$3,000.00
2	7	4	Instructional materials		\$3,000.00
3	2	1	Multicultural materials and supplies		\$500.00
3	2	2	Parent supplies and snacks for school events		\$1,000.00
3	3	1	Snacks for parents		\$990.00
3	3	5	Snacks for parents		\$1,000.00
4	3	2	PD included in another strategy		\$0.00
4	4	1	Substitutes		\$1,000.00
4	4	1	Professional Development/travel		\$5,700.00
4	4	6	Substitutes (included in another strategy)		\$0.00
4	4	7	Substitutes (included in another strategy)		\$0.00
5	2	3	Emergent Tree support		\$2,100.00
5	2	3	Materials for Solid Roots classroom		\$500.00
5	2	4	Classroom and campus materials for school-wide system, subs for planning, PD		\$500.00

5	2	6	Materials for lessons		\$200.00
5	4	1	Classroom books (included in another strategy)		\$0.00
5	5	1	Snacks, water		\$300.00
6	2	1	Included in another strategy		\$0.00
Sub-Total					\$32,359.00

General Fund: Form A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	4	Supplies for meetings		\$0.00
4	4	2	Substitutes- district provided		\$0.00
5	4	1	Library books		\$0.00
Sub-Total					\$0.00

Activity Acct.- Principal Acct.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Awards		\$200.00
3	1	1	Awards		\$200.00
3	3	7	Garden supplies		\$0.00
6	3	2	Materials and snacks		\$200.00
Sub-Total					\$600.00

Grant Funds - Unique to Campus

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Field trip fees and transportation (DAP Rotary)		\$2,500.00
2	4	2	Performance costs (PIEF?)		\$5,000.00
2	4	4	Salary and materials (Boy Scout Funded)		\$0.00
Sub-Total					\$7,500.00

State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Instructional resources		\$1,000.00
4	1	1	Instructional supplies		\$1,000.00

4	1	1	Professional Development, travel		\$1,500.00
4	1	2	Subs		\$1,425.00
Sub-Total					\$4,925.00
Innovative Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	Transportation		\$5,000.00
2	4	3	Extra Duty pay for enrichment instructors		\$20,000.00
Sub-Total					\$25,000.00
Grand Total					\$70,384.00