Richardson Independent School District

Big Springs Elementary

2023-2024 Campus Improvement Plan

Board Approval Date: October 12, 2023

Mission Statement

Believing all students have unique and valuable talents, the Big Springs community will provide a positive and supportive educational environment to produce successful and responsible life-long learners.

Vision

Every Child, Every Leader, Every Teacher, Every Day.

Value Statement

Integrity

Inspiration

Inclusiveness

Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Big Springs is composed of a diverse student population of approximately 390 PK-6 students. Our student groups are (in descending order) White (35.38%), Hispanic (25.9%), Asian (11.54%), and African American (19.23%). We have a small percentage (7.44%) of students who identify as Multiracial. Our Economically Disadvantaged numbers are approximately 44.1% of our enrollment. Our population tends to be more stable than mobile, serving children from families whose parents often attended Big Springs themselves. This gives our school a legacy of community involvement and connection over time that is enjoyed by our students and staff.

We serve 22.56% of our student body with Special Education services. 7.44% of our students receive 504 services. Our student population includes 22 or 5.64% gifted and talented learners.

We also have 12.31 % of our population served with ESL services. 49.23% of our students are at-risk.

Big Springs Elementary is home to 18 general education classroom teachers, 9 special education teachers including 4 PASS Classroom ED Centralize Behavior program and 2 SDC (Autism) Classrooms, 3 electives teachers (Art, Music, and P.E.), 2 Instructional Coaches an interventionist, 1 gifted and talented teacher, and 1 LITE (Librarian). We have 1 principal, 2 assistant principals, 1 office manager, 1 counselor, 1 nurse, and 17 paraprofessionals. Serving in the office I Principal's Exec, SDS and 1 receptionist/clerk,k and 1 Material Center Clerk. We also have a full-time diag on our campus. We have 4 support staff shared with other campuses to serve our special education population, including speech pathologists, behavior interventionists, OT, PT, and LSSP. All professional staff is highly qualified.

We have several components in place for staff recognition such as Teacher of the Month, group or team luncheons, birthday recognition, We also recognize instructional efforts where we share the success of others. The teacher retention rate on our campus has been consistent. Our teacher survey results are very positive.

Our Parent-Teacher Association has grown in numbers every year. We have provided a number of opportunities for families to get involved on campus from Curriculum Night, Meet the Teacher, Reading Nights, Math Nights, Music Performances, Art Fairs, and academic, leadership, and character celebrations at our six-week student celebrations. We also host school events like Family Picnic.

Student Achievement

Student Achievement Summary

Big Springs' Student Achievement has continued to Meet Standards each year. In the 2023-2024 school year, Big Springs received a B rating. As the achievement standard has increased, we celebrate our students' success. However, we continue to look closely each year at areas that need improvement.

Overall, we have seen growth in all subject areas. Big Springs Elementary was recognized for high growth and student achievement according to district MAP BOY-EOY assessment data for the 2022-2023 school year. Our demographic student groups will need close monitoring in the coming year, as most of them showed a decline. However, our ELL students showed growth and improvement in the areas of Reading and Math. Monitoring of the data for these students will be important, not only by subject area but also by the different student group categories. Our African American, Hispanic students, and Econ. Dis. students continue to need close monitoring. In addition, we will be looking closely at the overall performance of all students to ensure continued growth and improvement.

At the start of the school year, staff members looked carefully at student performance data from the previous year. Each teacher has the plan to not only provide intervention and remediation as needed but also to address students who have shown stronger performance in the past but did not meet their growth goals last year. Planning and ongoing monitoring will drive instructional decisions and assist in monitoring student growth.

Student Achievement Strengths

2022-2023 STAAR Performance Rates by Tested Grade, Subject, and Performance Level.

Big Springs Elementary's preliminary 2023 StARR data reveals several strengths and areas of improvement in various grade levels and subjects:

3rd Grade:

- **Reading:** 28% of students did not meet grade level, 13% approached grade level, 32% met grade level, and 26% mastered grade level.

- **Math:** 31% of students did not meet grade level, 15% approached grade level, 25% met grade level, and 30% mastered grade level.

4th Grade:

- **Reading:** 31% of students did not meet grade level, 17% approached grade level, 23% met grade level, and 29% mastered grade level. An impressive 62% of 4th-grade students demonstrated growth in math.

- **Math:** 28% of students did not meet grade level, 15% approached grade level, 25% met grade level, and 30% mastered grade level. Furthermore, an outstanding 94% of 4th graders exhibited growth in math.

5th Grade:

- **Reading:** 21% of students did not meet grade level, 7% approached grade level, 26% met grade level, and an impressive 46% mastered grade level. Additionally, 77% of 5th-grade students demonstrated growth from the previous year.

- **Math:** 21% of students did not meet grade level, 31% approached grade level, 19% met grade level, and 29% mastered grade level. A substantial 59% of students showed growth in math from the previous year.

6th Grade:

- **Reading:** 25% of students did not meet grade level, 13% approached grade level, 31% met grade level, and 31% mastered grade level. An impressive 69% of 6th-grade students demonstrated growth in reading.

- **Math:** 14% of students did not meet grade level, 18% approached grade level, 31% met grade level, and 37% mastered grade level. A notable 96% of 6th graders exhibited growth in math from the previous level.

Overall, Big Springs Elementary has made substantial progress in various areas, with many students meeting or mastering grade-level standards in both reading and math. The high percentages of students demonstrating growth in math and reading are particularly commendable, indicating effective educational strategies and student development. However, there are areas where students have not met grade-level expectations, suggesting the need for targeted interventions and support in those specific grade levels and subjects.

Grade Level	Subject	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Growth from Previous Year
3rd	Reading	28%	13%	32%	26%	
3rd	Math	31%	15%	25%	30%	
4th	Reading	31%	17%	23%	29%	62% (Math)
4th	Math	28%	15%	25%	30%	94% (Math)
5th	Reading	21%	7%	26%	46%	77% (Reading)
5th	Math	21%	31%	19%	29%	59% (Math)
6th	Reading	25%	13%	31%	31%	69% (Reading)
6th	Math	14%	18%	31%	37%	96% (Math)

This table provides a concise overview of the preliminary 2023 StARR data for Big Springs Elementary, highlighting the percentage of students in each grade level who did not meet,

approached, met, or mastered grade-level standards in both reading and math. It also includes the percentage of students who demonstrated growth from the previous year, where applicable.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments.   **Root Cause:** Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

School Culture and Climate

School Culture and Climate Summary

Big Springs students, parents and staff report a positive culture and climate. School safety, relationship building, and relevance of learning continue to be topics of discussion and focus. An active and supportive PTA is enjoyed at Big Springs, as is a mutual respect between community and school staff. Building relationships with students is expected, and is a critical component to students' academic success, as well as helping to support positive student behaviors and increase learning opportunities. Increasing the positive culture and atmosphere through PBIS, and decreasing our discipline referrals continue to be an intentional focus. Our teachers and students have grown in their implementation of social-emotional learning through morning meetings and building of relationships.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff retention continues to be a focus at Big Springs and has maintained at a strong rate for the past couple of years. BSE participates in the Richardson Promotes Mentoring program for new teachers, and provides additional campus support for all new-to-RISD staff. Efforts to create a sense of family and team continue, and said efforts have improved school climate for staff and families. Continued focus is required on hiring a diverse staff, as well as retaining staff from year to year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Big Springs is fortunate to have two Instructional Coaches to provide additional support and direction to teachers in navigating district curriculum, assessing student needs, and planning/executing effective instruction. New staff members require additional support with district curriculum and professional development. All teachers will monitor student growth goals and participate in campus planning and implementation to ensure growth for all. The dedicated I-Time block for each grade level will be one opportunity to respond in specific ways to students' needs throughout the year. In addition, ongoing training in the RtI process for our staff provides another tool for teachers to collaborate and strategies on how to best meet our students where they are.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

Parent and Community Engagement

Parent and Community Engagement Summary

Big Springs benefits from an active PTA and supportive community. PTA membership and participation is strongly encouraged each year. Big Springs is proud to have 100% faculty membership in the local PTA unit. Relationships with parents and families are strengthened with parent/staff communication, parent conferences, and parent participation throughout the year with different school activities.

Big Springs also enjoys a legacy of families who have had multi-generations of children come through our school. Communication is an important facet of success for our students, staff and community. Bilingual staff provides increased opportunities for our Spanish-speaking families to connect with our school. Needs of our students change from year to year and we continue to search for ways to best meet those needs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC. **Root Cause:** Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

Technology

Technology Summary

Technology integration continues to be a campus expectation. Big Springs has 1 to 1 ipads. Staff is expected to continue looking for appropriate opportunities to engage students with technology. BSE teachers are willing to integrate technology into instruction and are responsive to training and opportunities for growth.

Priority Problem Statements

Goals

Revised/Approved: October 12, 2023
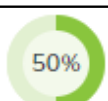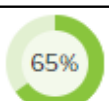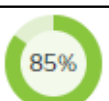
Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 1: Develop and implement a system to house goals and evidence towards goals and tools for progress measurement.

Strategy 1 Details	Reviews			
Strategy 1: Define priority goal strands for staff and students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide students and staff with goal strands for use in goal setting.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, and Administrators	50%	65%	80%	
Strategy 2 Details	**Reviews**			
Strategy 2: Align the RISD Learner Growth Experience and T-TESS rubric dimensions (staff goal strands)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Align teacher goals to the Learner Growth Experience.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrators	50%	70%	85%	
Strategy 3 Details	**Reviews**			
Strategy 3: Develop grade-level indicator progression for the RISD Graduate Profile including exemplars to increase alignment when supporting students in goal setting and growth towards goal.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Align grade-level student goals to the RISD Graduate Profile.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, support staff, and administrators	50%	70%	85%	

Strategy 4 Details	Reviews			
Strategy 4: Develop progress monitoring timelines and systems to monitor data	Formative			Summative
Strategy's Expected Result/Impact: Monitor qualitative and quantitative data related to student goals. **Staff Responsible for Monitoring:** Campus principal	Nov	Jan	Mar	June
	25%	50%	75%	

Strategy 5 Details	Reviews			
Strategy 5: Utilize systems for students to set and track goals.	Formative			Summative
Strategy's Expected Result/Impact: Track student goals to monitor and measure progress which can be utilized by teachers and shared with parents strengthening parent engagement. **Staff Responsible for Monitoring:** Campus principals	Nov	Jan	Mar	June
	50%	75%	90%	

Strategy 6 Details	Reviews			
Strategy 6: Use district-created rubric for students to reflect and determine when evidence shows growth towards goals.	Formative			Summative
Strategy's Expected Result/Impact: Provide a structure for students to utilize when determining growth toward goals. **Staff Responsible for Monitoring:** Teachers, administrators, and support staff	Nov	Jan	Mar	June
	50%	75%	90%	

Strategy 7 Details	Reviews			
Strategy 7: Create and implement a campus wide student leadership team that meets once per month.	Formative			Summative
Strategy's Expected Result/Impact: Grow student leader skills to support their peers better	Nov	Jan	Mar	June
	80%	85%	90%	

Strategy 8 Details	Reviews			
Strategy 8: Use performance assessments and quarterly summative assessments to monitor and evaluate student progress towards mastery of grade level standards	Formative			Summative
Strategy's Expected Result/Impact: Improve student performance on MAP and STAAR. **Staff Responsible for Monitoring:** Teachers, Instructional coaches, and administrators	Nov	Jan	Mar	June
	50%	70%	85%	

Strategy 9 Details	Reviews			
Strategy 9: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY and EOY	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Assure effective student monitoring throughout the school year **Staff Responsible for Monitoring:** Teachers	50%	75%	85%	

Strategy 10 Details	Reviews			
Strategy 10: Monitor student performance on STAAR interim assessments and locally created assessments in Reading and Math.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: We will see an increase of students in 3rd grade who score at or above meets level or above on STAAR Reading and Math.	50%	70%	85%	

Strategy 11 Details	Reviews			
Strategy 11: We will implement a campus wide student and teacher incentive program that encourages 0.5% increase in positive attendance.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve students attendance by 0.5%. **Staff Responsible for Monitoring:** All staff	50%	65%	80%	

Strategy 12 Details	Reviews			
Strategy 12: Educators will implement a health and wellness plan as recommended by the SHAC committee.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved student health and performance and staff survey results **Staff Responsible for Monitoring:** Administrators and counselor	50%	65%	80%	

Strategy 13 Details	Reviews			
Strategy 13: Improve our current campus-wide PBIS plan to improve the school-wide/classroom learning environment, routines, and procedures.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Decrease discipline referrals **Staff Responsible for Monitoring:** All staff	50%	70%	90%	

Strategy 14 Details	Reviews			
Strategy 14: Implement state required bullying prevention requirements consistent with Board policies and procedures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased bullying incidents	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, teachers, and counselor	50%	65%	80%	

Strategy 15 Details	Reviews			
Strategy 15: Ensure all students have a school/home connection (club, extracurricular, activity, an adult at school)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student achievement and engagement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All staff	50%	75%	85%	

Strategy 16 Details	Reviews			
Strategy 16: Continue Campus Pathways to Equity implementation to identify gaps as areas of opportunity to focus on for 2023-24: sped/discipline, academic achievement, club participation, parent engagement, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student achievement and engagement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators	50%	75%	80%	

Strategy 17 Details	Reviews			
Strategy 17: Continue campus MTSS process to identify and progress monitor elementary students in need of intensive intervention in reading, math, behavior, and speech using Branching Minds.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students who close gaps in identified areas and reduced number of students needing intensive intervention. (Tier 3)	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus MTSS Team	50%	70%	90%	

Strategy 18 Details	Reviews			
Strategy 18: Campuses will identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement as measured on STAAR and MAP as well as greater number of students demonstrating mastery of grade level content.	**Nov**	**Jan**	**Mar**	**June**
	50%	65%	85%	

Strategy 19 Details	Reviews			
Strategy 19: Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught.	Formative			Summative
Strategy's Expected Result/Impact: Increased awareness of risks or drugs and the harmful effects of drugs and substance abuse.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor	50%	70%	85%	

Strategy 20 Details	Reviews			
Strategy 20: Enhance student learning with the use of increased access to digital tools (student ipads, demonstrate appropriate and safe digital behavior), and communicate to parents how tools maximize student learning.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Completion of Digital Citizenship Curriculum lessons. Few or no student referrals/discipline situations for inappropriate technology use.	50%	75%	85%	

Strategy 21 Details	Reviews			
Strategy 21: Ensure student health by monitoring immunizations.	Formative			Summative
Strategy's Expected Result/Impact: All students up to date on immunizations	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Nurse	50%	65%	90%	

Strategy 22 Details	Reviews			
Strategy 22: Continue Campus Pathway to Equity Plan from the previous school year.	Formative			Summative
Strategy's Expected Result/Impact: Student and teacher awareness of different cultures.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Equity liaison, teachers, and administrators.	50%	70%	85%	

Strategy 23 Details	Reviews			
Strategy 23: Campus Emergency Response Team will successfully conduct AED drills to be prepared to respond quickly if a cardiac event should occur on campus.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Trained ERT Team to respond to a cardiac emergency	50%	50%	100%	
Staff Responsible for Monitoring: All staff				

Strategy 24 Details		Reviews			
Strategy 24: Continue transitions activities from elementary to junior high through guidance lessons and Avid for all.		Formative			Summative
Strategy's Expected Result/Impact: 6th graders successfully transition from elementary school to junior high **Staff Responsible for Monitoring:** Counselor, administrators, and 6th grade teachers		Nov	Jan	Mar	June
		50%	70%	95%	

Strategy 25 Details		Reviews			
Strategy 25: Form a school Threat Assessment Team and conduct training as specified in Texas Education Code 37.115		Formative			Summative
Strategy's Expected Result/Impact: Provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs. **Staff Responsible for Monitoring:** Campus Administration Counselor		Nov	Jan	Mar	June
		80%	80%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

High Priority

Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees

Strategy 1 Details	Reviews			
Strategy 1: Collaborate in PLCs to foster professional growth in all teachers; focus on professional development that supports our instruction focus and helps teachers see connections between their learning and student performance. 　**Strategy's Expected Result/Impact:** Improve teacher instructional capacity and student performance 　**Staff Responsible for Monitoring:** PLC	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%	80%	80%	
Strategy 2 Details	Reviews			
Strategy 2: Recognize and celebrate the dedication and accomplishments of staff, including leadership opportunities, professional development participation, and facilitation. 　**Strategy's Expected Result/Impact:** Increased staff morale 　**Staff Responsible for Monitoring:** Campus Leadership Team	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	90%	90%	
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✖ Discontinue				

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Develop and execute innovative plan for employee recruitment.

    Evaluation Data Sources: New hire data

Strategy 1 Details			Reviews			
Strategy 1: Utilize RISD Teacher Competencies to recruit, interview, and support highly qualified and diverse teachers and staff.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase/improve teacher retention and diverse demographic representation in BSE hiring.			**Nov**	**Jan**	**Mar**	**June**
			50%	70%	70%	
Strategy 2 Details			**Reviews**			
Strategy 2: We will continue to build strong relationships with the community and current stakeholders.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve teacher and staff recruiting **Staff Responsible for Monitoring:** Administrators			**Nov**	**Jan**	**Mar**	**June**
			50%	70%	70%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: Implement a learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile.

    Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify instructional opportunities in curriculum documents for the defined priority goal strands for staff and students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide students and staff with exemplars that align to goal strands for use in goal setting. **Staff Responsible for Monitoring:** Teachers and Instructional Leadership Team	50%	70%	70%	

Strategy 2 Details	Reviews			
Strategy 2: Embed Lead4ward and targeted student experiences into curriculum documents, & utilize ELLevation Strategies as a resource to provide content-based language instruction to EBs and students and high quality instruction to all students .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement **Staff Responsible for Monitoring:** Instructional coaches, administrators, and teachers	50%	70%	70%	

Strategy 3 Details	Reviews			
Strategy 3: Transition to ESL content-based model in K-6 grades. Linguistic Acquisition Teachers will support with ELLevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build the capacity of teachers to meet the needs of our EB students. **Staff Responsible for Monitoring:** Teachers and administrators	50%	70%	70%	

Strategy 4 Details	Reviews			
Strategy 4: Identify, train, implement and monitor instructional tools and resources that will ensure students with disabilities meet their individual growth goals and make progress in general education curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Supplemental instructional tools will be selected. Staff responsible for implementation will receive appropriate training and monitor student participation and progress. **Staff Responsible for Monitoring:** Special Education Team	50%	70%	70%	

Strategy 5 Details	Reviews			

Strategy 5: Ensure effective implementation of the district learning framework through PLCs, walkthroughs, and assessment date
    Strategy's Expected Result/Impact: Increased growth from all students
    Staff Responsible for Monitoring: All staff
	Formative			Summative

	Nov	Jan	Mar	June
	50%	70%	70%	

Strategy 6 Details	Reviews			

Strategy 6: Use district-wide professional development and early release days to support and train teachers on the Learner Growth Experience.
    Strategy's Expected Result/Impact: All teachers, students, and leaders meet their professional goals.
    Staff Responsible for Monitoring: Administrators and teachers
	Formative			Summative

	Nov	Jan	Mar	June
	50%	70%	70%	

Strategy 7 Details	Reviews			

Strategy 7: All teachers will exceed the Gifted and Talented professional development requirement to meet the needs of their students best.
    Strategy's Expected Result/Impact: Academic growth from all students and teachers.
Evidence of depth of complexity in the classroom
    Staff Responsible for Monitoring: Advanced learning teacher
Administrators
Teachers
	Formative			Summative

	Nov	Jan	Mar	June
	50%	70%	70%	

Strategy 8 Details	Reviews			

Strategy 8: Provide professional development led by the district Iteam to use technology within the learning framework.
    Strategy's Expected Result/Impact: Using technology to increase student engagement
    Staff Responsible for Monitoring: Administrators
	Formative			Summative

	Nov	Jan	Mar	June
	50%	70%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

    Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Equip campus staff with training on disability awareness, evidence based best practices, and inclusive instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher and staff awarness of students with dissabilities	**Nov**	**Jan**	**Mar**	**June**
	50%	70%	70%	

Strategy 2 Details	Reviews			
Strategy 2: Utilize districtwide professional development days and early release days to support and train teachers on the Learner Growth Experience.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Professional development evaluation results Inclusion of strategies in campus plan based on data Walkthrough analysis Personal growth goals **Staff Responsible for Monitoring:** Principals	**Nov**	**Jan**	**Mar**	**June**
	50%	70%	70%	

Strategy 3 Details	Reviews			
Strategy 3: Training of First Year Teachers (DOI) and Instructional Coaches in the district to support instructional methods to ensure effective Tier 1 classroom management strategies	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in classroom discipline referrals Improved classroom climate Improved instructional practices Improved Domain 3 TTESS score **Staff Responsible for Monitoring:** Teachers, instructional coaches, and administration	**Nov**	**Jan**	**Mar**	**June**
	50%	70%	85%	

Strategy 4 Details	Reviews			
Strategy 4: Provide campus-specific professional development based on instructional needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To help teacher meet their individual growth goals	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, instructional coaches, and administrators	50%	70%	70%	

Strategy 5 Details	Reviews			
Strategy 5: ILT and teaching staff will conduct a book study on The Wild Card in order to spark the creation of enjoyable and captivating learning experiences for our students, aligning with both our RISD learner framework and graduate profile and will support our staff and student goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Our students will be engaged in their learning and reach their student growth goals. **Staff Responsible for Monitoring:** Administrators, ILT, classroom teachers **Title I:** 2.4, 2.5 **Funding Sources:** Wild Card Book for staff and materials needed for book study - 211 - Title I, Part A - $800	60%	70%	100%	

Strategy 6 Details	Reviews			
Strategy 6: BSE admin and staff will attend the Solution Tree -PLC Institute conference.	**Formative**			**Summative**
Strategy's Expected Result/Impact: We will be more effective in our PLC process to streamline our planning with teachers.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Instructional Coaches, and Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** PLC at Work Institute Conference through Solution Tree - 211 - Title I, Part A - $10,000	50%	70%	85%	

Strategy 7 Details	Reviews			
Strategy 7: Admin will attend TABSE and /or TEPSA conference for continuous leadership growth to improve campus instruction and leadership skills	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Leadership Development and Growth Opportunities for Administration. **Staff Responsible for Monitoring:** Administration **Funding Sources:** TABSE or TEPSA conference for travel, registration and lodging - 211 - Title I, Part A - $5,000	50%	70%	75%	

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 3: Ensure all students graduate college and career ready as measured by CCMR indicators.

HB3 Goal

Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)

Strategy 1 Details	Reviews			
Strategy 1: Provide career inspiration, exploration, and discovery in Pre-K - 6th grades.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of career opportunities Increased awareness of career programming	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers and Instructional Leadership Team	50%	70%	90%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement.

Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.

Strategy 1 Details	Reviews			
Strategy 1: Promote positive parent relations and maintain parent engagement to Increase volunteer opportunities to support district's North Star Goal and Graduate Profile.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in number of volunteers supporting Big Springs. **Staff Responsible for Monitoring:** All staff	Nov	Jan	Mar	June
	50%	70%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Design, deliver and monitor implementation of required Title 1 Trainings and Family Engagement opportunities at Big Springs Elementary	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase family engagement Campus curriculum night Compliance with Title 1 rules and regulations **Staff Responsible for Monitoring:** All staff	Nov	Jan	Mar	June
	50%	70%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Continue partnership with local PTA unit to increase membership and participation	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent involvement **Staff Responsible for Monitoring:** All staff	Nov	Jan	Mar	June
	50%	70%	90%	

Strategy 4 Details	Reviews			
Strategy 4: Enhance communication processes to provide stakeholders with timely, effective and reliable communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase open lines of communication through weekly newsletters, blackboard,, and communication system. **Staff Responsible for Monitoring:** Administrators	Nov	Jan	Mar	June
	50%	70%	85%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1: Ensure operations are conducted in a financially efficient and effective manner.

Strategy 1 Details		Reviews			
Strategy 1: We will create a plan with specific dates to ensure all employees receive training on proper money-handling procedures; manage and monitor the budget throughout the year. **Strategy's Expected Result/Impact:** Positive audit Compliance with district policies for money handling **Staff Responsible for Monitoring:** Front office staff, teachers, and administrators		**Formative**			**Summative**
		Nov	Jan	Mar	June
		50%	70%	90%	
Strategy 2 Details		**Reviews**			
Strategy 2: We will identify additional funding sources to support campus initiatives. **Strategy's Expected Result/Impact:** Additional teacher planning days PLC Conference Professional development **Staff Responsible for Monitoring:** Principal and assistant principal		**Formative**			**Summative**
		Nov	Jan	Mar	June
		50%	70%	85%	

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 2: Provide a safe, comfortable, and well-maintained environment at all campuses.
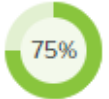
Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			

Strategy 1: Implement safety protocols, " I Know What to Do Days", complete monthly safety drills or emergency procedures. Communicate safety drills to families in the weekly newsletter and through Blackboard Connect.
    Strategy's Expected Result/Impact: Students and parents feel the school is safe and prepared for emergencies.
    Staff Responsible for Monitoring: All staff
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	70%	80%	
Strategy 2 Details	Reviews			

Strategy 2: Train staff regarding the security measures and expectations for student privacy. All visitors enter through the front office and are Raptor's
    Strategy's Expected Result/Impact: Ensure a safe environment for all students.
    Staff Responsible for Monitoring: Administrators
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	70%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Sources: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
Strategy 1: Equip teachers with professional development on how to effectively use student devices, new smart boards, and mac books. **Strategy's Expected Result/Impact:** Increase use of technology to increase student engagement **Staff Responsible for Monitoring:** Apple teacher Technology assistant	Formative			Summative
	Nov	Jan	Mar	June
	50%	70%	90%	

Strategy 2 Details	Reviews			
Strategy 2: All staff completes cyber security compliance training. **Strategy's Expected Result/Impact:** awareness of cybersecurity and internet safety **Staff Responsible for Monitoring:** All staff	Formative			Summative
	Nov	Jan	Mar	June
	80%	80%	85%	

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with Facility Services and the Energy and Sustainability Department to optimize building/campus energy use to align with the District's Energy Management Plan and lower overall energy consumption.	Formative			Summative
	Nov	Jan	Mar	June
	50%	50%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue