

Alief Independent School District

Budewig Intermediate School

2020-2021 Goals/Performance Objectives/Strategies

Board Approval Date: October 20, 2020
Public Presentation Date: September 22, 2020

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Goals

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 1: ESF: All Budewig teachers will analyze students' data, determine the root cause of students' misconceptions, and plan for reteaching after every unit test/assessment in order to increase student performance on the retests.

Evaluation Data Sources: PLC Agenda
 Teacher Reteaching Plan
 Teacher Reteaching Reflection
 Students' Grades on retests




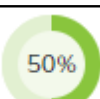

| <p>Strategy 1: Professional Development: Content specialists will be trained in the use of DMAC Solutions by Nekisha Godbolt, director of research and evaluation, during the week of September 8, 2020. Content specialists will train teachers in the use of DMAC Solutions on the week of Septemeber 14th through the week of October 5th, 2020. During this training, teachers will learn the different student reports available in DMAC and how to utilize them in identifying the root causes of students' struggles and plan for strategies for reteaching. Budewig ILT will provide ongoing training throughout the year based on needs identified during PLCs and walkthroughs.</p> <p>Strategy's Expected Result/Impact: Teachers will become more proficient in analyzing data and planning next steps.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Administrative Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 2: During PLCs, teachers will analyze student data, particularly Common Unit Assessments, to identify students' struggles in the unit and their root causes. Teachers with the support of content specialists will collaboratively plan for specific reteaching strategies to remediate students' struggles.</p> <p>Strategy's Expected Result/Impact: Improved use of student data to drive instruction among teachers, increased student clarity on their struggles</p> <p>Staff Responsible for Monitoring: Content specialists and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> | Reviews | | | |
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| |  50% | | | |

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| <p>Strategy 3: Individual teachers will write reteaching plans based on the strategies discussed during PLCs. Reteaching plans should indicate the concepts/skills that students struggle with, the reteaching materials and strategies to be used, and the number of days/weeks to implement the reteaching plans before administering unit retests. Reteaching plans are posted in the Schoology Lesson Plan Course.</p> <p>Strategy's Expected Result/Impact: Effective remediation strategies, improved student understanding</p> <p>Staff Responsible for Monitoring: Content specialists and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 4: Budewig Teachers will complete a reteaching reflection form (provided by content specialists) which includes the percentage of students who have improved their scores in the unit retests, as well as an on-going plan of actions for those students who did not respond to the remediation or reteaching. Teachers will submit their completed reteaching forms to their content specialists.</p> <p>Strategy's Expected Result/Impact: Teachers will become more intentional and purposeful in planning reteach lessons through small group instruction using assessment data, improved student understanding</p> <p>Staff Responsible for Monitoring: Budewig ILT, Administrative Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Reviews | | | |
| | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |


Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.


Performance Objective 2: The AMM average on 5th Grade STAAR Math will increase from 50% to 51% by June 2021.

Evaluation Data Sources: STAAR 2021

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|---|---|------------|------------|------------------|
| <p>Strategy 1: Fifth Grade math teachers will have weekly collaborative planning either face-to-face at school or in a virtual mode when there are school closures. During the weekly collaborative planning, the content specialist and the teachers:</p> <p>a) review and clarify content objectives to be taught</p> <p>b) identify appropriate and effective strategies to teach the lesson objectives</p> <p>c) practice or rehearse the instructional strategies appropriate to teach these content objectives.</p> <p>Strategy's Expected Result/Impact: Well-prepared and effective teachers.</p> <p>Staff Responsible for Monitoring: Content specialist and administrators</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 2: The content specialist provides support to math teachers in the classroom or in a virtual environment. Support includes identifying and providing curriculum reference materials, modeling best teaching practices in the classroom or in a virtual environment, and coaching teachers on their teaching practices.</p> <p>Strategy's Expected Result/Impact: Effective classroom instruction</p> <p>Staff Responsible for Monitoring: Administrators</p> | Reviews | | | |
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| <p>Strategy 3: Teachers utilize Concrete-Pictorial-Abstract (CPA), Gradual Release, Visualization, and Math is Thinking as instructional strategies during their core instruction in both face-to-face or virtual environments.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and understanding of lessons</p> <p>Staff Responsible for Monitoring: Content specialist and administrators</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 4: Teachers provide remediation through small-group instruction to students who struggle in specific math lesson objectives.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students who are mastering grade-level learning objectives.</p> <p>Staff Responsible for Monitoring: Content specialist and administrators</p> | Reviews | | | |
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| <p>Strategy 5: Content specialist identifies print materials and learning software programs that can be purchased as additional instructional resources for the math department. These resources include print reference materials and STAAR review materials.</p> <p>Strategy's Expected Result/Impact: Teacher preparedness in the classroom; increased success in STAAR</p> <p>Staff Responsible for Monitoring: Content specialist and administrators</p> | Reviews | | | |
| | Formative | | | Summative |
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 No Progress

 Accomplished





 Continue/Modify






 Discontinue

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 3: The AMM average on 6th Grade STAAR Math will increase from 47% to 49% by June 2021.

Evaluation Data Sources: Assessment Data: 6th Grade Math STAAR 2021




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| <p>Strategy 1: Sixth Grade math teachers will have weekly collaborative planning either face-to-face at school or in a virtual mode when there are school closures. During the weekly collaborative planning, the content specialist and the teachers:</p> <p>a) review and clarify content objectives to be taught</p> <p>b) identify appropriate and effective strategies to teach the lesson objectives</p> <p>c) practice or rehearse the instructional strategies appropriate to teach these content objectives.</p> <p>Strategy's Expected Result/Impact: Teacher readiness and effectiveness to teach the content objectives.</p> <p>Staff Responsible for Monitoring: Content specialist and administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Reviews | | | |
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| <p>Strategy 2: The content specialist provides support to math teachers in the classroom or in a virtual environment. Support includes identifying and providing curriculum reference materials, modeling best teaching practices in the classroom or in a virtual environment, and coaching teachers on their teaching practices.</p> <p>Strategy's Expected Result/Impact: Teacher readiness and effectiveness to teach the content either in a face-to-face or virtual environment, student math achievement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Reviews | | | |
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| <p>Strategy 3: Teachers utilize Concrete-Pictorial-Abstract (CPA), Gradual Release, Visualization, and Math is Thinking as instructional strategies during their core instruction in both face-to-face or virtual environments.</p> <p>Strategy's Expected Result/Impact: Increased student math achievement</p> <p>Staff Responsible for Monitoring: Content Specialist, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <p>Strategy 4: Teachers provide remediation through small-group instruction to students who struggle in specific math lesson objectives.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students who are mastering grade-level learning objectives.</p> <p>Staff Responsible for Monitoring: Content specialist and administrators</p> | Reviews | | | |
| | Formative | | | Summative |
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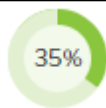




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| <p>Strategy 5: Content specialist identifies print materials and learning software programs that can be purchased as additional instructional resources for the math department. These resources include print reference materials and STAAR review materials.</p> <p>Strategy's Expected Result/Impact: Teacher preparedness in the classroom; increased success in STAAR</p> <p>Staff Responsible for Monitoring: Content specialist and administrators</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 4: Reading: The 5th Grade ELAR department will increase the AMM Average from 51 to 52 on the 2021 Reading STAAR.

Evaluation Data Sources: 2021 STAAR Results




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| <p>Strategy 1: Strategy #1 Teachers will implement a balanced reading program while using the Houghton Mifflin Harcourt (HMH) Into Reading Program and authentic literature (i.e. novels, magazines, poetry, short stories, etc.) Instruction will include whole and small group for general education, ESL, Special Education and GT students with an emphasis on comprehension strands. Teachers will use the Into Reading Workshop model., ELPS, Thinking Maps, and AVID strategies where students are learning via workstations, book club and literature circles.</p> <p>Research Elem ELA 10, 20</p> <p>Strategy's Expected Result/Impact: Lesson plans, weekly content planning, and observation protocols.</p> <p>Staff Responsible for Monitoring: Intermediate Specialists, Reading teachers, Interventionists, ESL specialist, Special Education Chair.</p> <p>Funding Sources: - State Comp Ed (SCE), - Local - \$1,000, - Title I - \$7,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 2: Strategy #2: ELA teachers and content specialist use HMH module assessments to be administered on lesson 15 of every module and track student progress of tested Strands for intervention/reteach as needed.</p> <p>Research Elem ELA 11, 19</p> <p>Strategy's Expected Result/Impact: The implementation of this strategy will provide and opportunity for teachers to analyze data and plan lessons that are TEK focused. As a result, students will be successful on passing the 2020 Reading STAAR.</p> <p>Staff Responsible for Monitoring: Intermediate specialists, teachers, and interventionists.</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 3: Strategy #3: Learner engagement and student accountability will be fostered through the use of AVID strategies, authentic literature, Reader's and Writer's notebooks, quality menu workstation activities and technology integration utilizing the HMH and iStation Online Reading programs.</p> <p>Research Elem ELA 1, 6</p> <p>Strategy's Expected Result/Impact: The implementation of this strategy will provide student growth in Reading.</p> <p>Staff Responsible for Monitoring: Intermediate specialists, teachers, and interventionists.</p> <p>Funding Sources: - Local - \$37,000</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 4: Strategy #4: Intervention will be provided for low performing/struggling general education, SPED (accommodations & modifications) and ELL students. Students identified having deficiencies in decoding, fluency, and basic comprehension of grade level text will participate in "during the day" intervention with expert interventionists and/or computer based programs such as iStation each week. During these sessions, students are provided guided reading instruction, vocabulary building and fluency practice. Additionally, Bilingual and other ELL students will be targeted for before and after school tutorials with a special focus on vocabulary development and comprehension.</p> <p>Research Elem ELA 1, 10</p> <p>Strategy's Expected Result/Impact: The implementation of this strategy will provide students with the tools needed to pass the STAAR Reading test.</p> <p>Staff Responsible for Monitoring: ESL Specialists, Intermediate Specialist, Reading & ESL interventionists, Teachers, Technology Aide</p> <p>Funding Sources: - Local - \$37,000, - State Comp Ed (SCE)</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  35% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 5: The AMM average on 6th Grade STAAR Reading will increase from 40% to 42% by June 2021.

Evaluation Data Sources: STAAR 2021








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| <p>Strategy 1: Strategy #1 Teachers will implement a balanced reading program while using the Houghton Mifflin Harcourt (HMH) Into Reading Program and authentic literature (i.e. novels, magazines, poetry, short stories, etc.) Instruction will include whole and small group for general education, ESL, Special Education and GT students with an emphasis on comprehension strands. Teachers will use the Into Reading Workshop model., ELPS, Thinking Maps, and AVID strategies where students are learning via workstations, book club and literature circles.</p> <p>Research Elem ELA 10, 20</p> <p>Strategy's Expected Result/Impact: Lesson plans, weekly content planning, and observation protocols.</p> <p>Staff Responsible for Monitoring: Intermediate Specialists, Reading teachers, Interventionists, ESL specialist, Special Education Chair.</p> <p>Funding Sources: - State Comp Ed (SCE), - Local - \$1,000, - Title I - \$7,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <p>Strategy 2: Strategy #2: ELA teachers and content specialist use HMH module assessments to be administered on lesson 15 of every module and track student progress of tested Strands for intervention/reteach as needed.</p> <p>Research Elem ELA 11, 19</p> <p>Strategy's Expected Result/Impact: The implementation of this strategy will provide and opportunity for teachers to analyze data and plan lessons that are TEK focused. As a result, students will be successful on passing the 2020 Reading STAAR.</p> <p>Staff Responsible for Monitoring: Intermediate specialists, teachers, and interventionists.</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 3: Strategy #3: Learner engagement and student accountability will be fostered through the use of AVID strategies, authentic literature, Reader's and Writer's notebooks, quality menu workstation activities and technology integration utilizing the HMH and iStation Online Reading programs.</p> <p>Research Elem ELA 1, 6</p> <p>Strategy's Expected Result/Impact: The implementation of this strategy will provide student growth in Reading.</p> <p>Staff Responsible for Monitoring: Intermediate specialists, teachers, and interventionists.</p> <p>Funding Sources: - Local - \$37,000</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 4: Strategy #4: Intervention will be provided for low performing/struggling general education, SPED (accommodations & modifications) and ELL students. Students identified having deficiencies in decoding, fluency, and basic comprehension of grade level text will participate in "during the day" intervention with expert interventionists and/or computer based programs such as iStation each week. During these sessions, students are provided guided reading instruction, vocabulary building and fluency practice. Additionally, Bilingual and other ELL students will be targeted for before and after school tutorials with a special focus on vocabulary development and comprehension.</p> <p>Research Elem ELA 1, 10</p> <p>Strategy's Expected Result/Impact: The implementation of this strategy will provide students with the tools needed to pass the STAAR Reading test.</p> <p>Staff Responsible for Monitoring: ESL Specialists, Intermediate Specialist, Reading & ESL interventionists, Teachers, Technology Aide</p> <p>Funding Sources: - Local - \$37,000, - State Comp Ed (SCE)</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 6: Science: The AMM for 5th Grade Science will increase from 40% to 42% by the end of the school year 2020-2021.






Evaluation Data Sources: STAAR data

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| <p>Strategy 1: Students will attend science after school tutorials, using content readers, hands-on lessons, and STEMScopes.</p> <p>Research: ES 23, ELA 3, SLE 2, SLE 3</p> <p>Strategy's Expected Result/Impact: The implementation of this strategy will improve student performance in Science.</p> <p>Staff Responsible for Monitoring: Intermediate specialist, administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Local - \$3,500, - Title I - \$5,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 2: The Science department will increase the use of reading/writing and Sheltered Instruction strategies to promote content literacy through the use of Interactive Science wordwalls, CER, Thinking Maps, and The Writing Process.</p> <p>Strategy's Expected Result/Impact: Students are expected to be able to reflect Science concepts with brainstorming, thinking maps, sentence stems, and editing to produce writing that reflects mastery of science TEKS.</p> <p>Staff Responsible for Monitoring: Science Specialist / Science Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 3: The Science department will create and maintain a STEM program that enriches the integration of Science, Technology, Engineering, and Mathematics in the form of problem based learning for both 5th and 6th grade students.</p> <p>Strategy's Expected Result/Impact: Students will be able to use STEM related practices in order to increase understanding of the TEKS.</p> <p>Staff Responsible for Monitoring: Science Specialist / STEM Teacher / Campus Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - Title I - \$5,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 7: Science: 5th grade students will show growth by one rubric level or targeted skill profile level in the science TEKS 5.2f and 5.3a related to the ability of students to construct valid conclusions based on the analysis of evidence by the end of the school year.



Evaluation Data Sources: CER Ongoing Professional Development
Peer Coaching / Feedback Sessions
Student Growth Tracker
STEMscopes CER rubric







| <p>Strategy 1: The science department will provide ongoing professional development on how to effectively use the CER writing strategy.</p> <p>Strategy's Expected Result/Impact: The inspected result is to increase the student's skill of constructing valid reasoning when stating a claim while using concrete evidence to support the claim.</p> <p>Staff Responsible for Monitoring: Classroom science teacher, science specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  30% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 8: ESL: The percentage of 5th grade students who progress at least 1 proficiency level on TELPAS will increase from 51% to 52%. The percentage of 6th grade students who progress at least 1 proficiency level on TELPAS will increase from 38% to 40%.

Evaluation Data Sources: 2021 TELPAS Results







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| <p>Strategy 1: Budewig will continue to provide specialized classroom instruction for LEP students who are newcomers to the United States (24 months or less). The focus of the class will include basic reading and math skills, as well as, English language development. Students' progress will be monitored at regular intervals to determine progress and transition readiness. Research SLE2</p> <p>Strategy's Expected Result/Impact: At least 40% of current six graders will show progress of one year's growth on TELPAS. At least 52% of current fifth graders will show overall progress in TELPAS.</p> <p>Staff Responsible for Monitoring: Instructional specialists, Newcomer Classroom Teachers, ESL Interventionists, ESL Specialist, Special Education Coordinator, Counselors</p> <p>Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 2: Teachers will use Weekly Content Planning and scheduled Content Release Days to share, discuss and plan effective lessons and hands on activities to promote learner engagement. We will use the SIOP resources, and knowledge of ELPS, to aid in providing sheltered instruction for ELL learners. Research SLE2</p> <p>Strategy's Expected Result/Impact: "Lesson Plans Pacing Calendars, Common Formative and Summative Assessments INDEX 1 and 3"</p> <p>Staff Responsible for Monitoring: Reading Specialists, ESL Specialist, Reading Interventionists, Reading Teachers, ESL Interventionists</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE)</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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|---|---|------------|------------|------------------|
| <p>Strategy 3: Intervention will be provided for low performing/struggling general education, SPED(accommodations & modifications) and ELL students. Students identified having deficiencies in decoding, fluency and basic comprehension of grade level texts will participate in "during the day" intervention with expert interventionists and/or computer based programs funded by TEA and/or ALIEF ISD (IStation), Imagine Learning, ESL Reading Smart, Brain Pop ELL and Read 180 for 1-4 hours per week, as specified by recommendations established by each program. During these sessions, students are provided guided reading instruction, vocabulary building and fluency practice. Additionally, Bilingual and other ELL students will be targeted for after school tutorials with a special focus on vocabulary development and comprehension. Research RT15</p> <p>Strategy's Expected Result/Impact: At least 40% of current six graders will show progress of one year's growth on TELPAS. At least 52% of current fifth graders will show progress in TELPAS.</p> <p>Staff Responsible for Monitoring: ESL Specialist, Special Ed Chair, Teachers, ESL and Reading Interventionists, REID Teacher</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Funding Sources: - State Comp Ed (SCE), - Title I - \$9,000</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 4: TELPAS preparation/orientation tutorials will be provided to students ahead of TELPAS 2021 assessments based upon student need.</p> <p>Strategy's Expected Result/Impact: At least 40% of 6th graders should advance at least 1 proficiency level on TELPAS 2021. At least 52% of 5th graders should advance at least 1 proficiency level on TELPAS 2021.</p> <p>Staff Responsible for Monitoring: ESL Specialist, ELD, Newcomer, and Refugee/Asylee Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 9: The Special Education Department will increase the overall percentage of 'Closing the Gaps' for Math from 23% to 26% (3 percentage points) for both 5th and 6th grade students.






Evaluation Data Sources: STAAR Results

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|---|---|------------|------------|------------------|
| <p>Strategy 1: In Class Support for students with disabilities in the area of math calculation and math reasoning. Students will be provided accommodations to support students in the general education classroom to help them access the general education curriculum. Accelerated Instruction for students that did not pass the Math STAAR in the previous year. (Additional time on I-Ready: 25 minutes, 2 times per week) Math Tutorials during the week.</p> <p>Strategy's Expected Result/Impact: Increase in math scores on the District Common Assessment and Budewig Campus Assessment. Student growth on Math STAAR assessment for 5th and 6th grade during the 2019-2020 school year.</p> <p>Staff Responsible for Monitoring: Special Education Teachers will monitor student's progress in the area of math every three weeks.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 2: 2) Continue coordination with the central special education department to track the number of students referred for initial and psychological evaluations by ethnicity to ensure campus SPED enrollment mirrors campus demographics.</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 10: Library Learning Commons (LLC): Every registered Budewig student will receive a book monthly to increase choice reading.





Evaluation Data Sources: parents scheduled appointments









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| <p>Strategy 1: The LLC will purchase and distribute bestselling, popular, and new release books monthly via parent scheduled appointments.</p> <p>Strategy's Expected Result/Impact: students improved reading comprehension and fluency</p> <p>Staff Responsible for Monitoring: Information Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 11: Coordinated Health Program: Budewig will score 70% or higher on the Alief Wellness Survey by the end of the school year 2020-2021.

Evaluation Data Sources: Alief Wellness Survey (EOY completion)






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| <p>Strategy 1: Strategy Description: Students will participate in structured activity though PE, structured recess, Action Based Learning and music class for a minimum of 135 minutes per week. Movement will also be done in the classroom in the form of brain boosters and academic based activities. To ensure the 135 minutes, students will not be pulled from these times for academic interventions.</p> <p>Strategy's Expected Result/Impact: 135 minutes per week is met for each students</p> <p>Staff Responsible for Monitoring: PE staff, music teachers, classroom teachers, ABL facilitator</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 2: Strategy Description: The campus will have a Wellness/CATCH Committee that meets a minimum of 3 times yearly to ensure that all departments (cafeteria, nurse, classroom teachers, Administration) are involved in promoting wellness.</p> <p>Strategy's Expected Result/Impact: Participation from staff in campus wellness activities</p> <p>Staff Responsible for Monitoring: Committee members</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 3: Strategy Description: The campus will provide a coordinated school health program (CATCH) for grades K-8 through a variety of methods. Nutrition lessons will be taught in health/tech or physical education classes.</p> <p>Strategy's Expected Result/Impact: Students are more informed about nutrition and healthy habits</p> <p>Staff Responsible for Monitoring: Health/Tech. teachers, Administration team</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 4: The campus will provide a coordinated school health program (CATCH) through a variety of methods. CATCH physical activities will be done in PE classes.</p> <p>Strategy's Expected Result/Impact: Students are more active during the school day</p> <p>Staff Responsible for Monitoring: PE teachers, Administration team</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 5: Strategy Description: On the campus, at least 60% of the staff participates in wellness screenings or district sponsored wellness events (FitBit challenges, Wellness portal challenges, flu shots, biometric screening, etc)</p> <p>Strategy's Expected Result/Impact: Participation from staff in campus wellness activities</p> <p>Staff Responsible for Monitoring: Wellness Champion, CATCH/Wellness Committee members, school staff</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 6:</p> <p>Strategy Description: A campus wide family fitness event will address healthy lifestyles through health check-ups, snack/food samples, and other fitness or wellness activities.</p> <p>Strategy's Expected Result/Impact: Families are more engaged and informed about healthy habits and nutrition</p> <p>Staff Responsible for Monitoring: CATCH/Wellness Committee members, Administration team</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 7: Strategy Description: The campus participates in National School Lunch Week and Breakfast Week. The CATCH/Wellness Committee also works with the cafeteria to plan at least 1 cafeteria activity per semester.</p> <p>Strategy's Expected Result/Impact: Students are choosing healthier foods and learning about the good nutrition of the school food program.</p> <p>Staff Responsible for Monitoring: Cafeteria manager, CATCH/Wellness Committee members</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 8: Strategy Description: Wellness newsletters will be sent home each 9 weeks for families to learn about wellness initiatives going on at school and some ideas for home.</p> <p>Strategy's Expected Result/Impact: Families are more informed about healthy activities on campus.</p> <p>Staff Responsible for Monitoring: CATCH/Wellness Committee</p> | Reviews | | | |
| | Formative | | | Summative |
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Goal 2: Alief ISD will improve student preparation for college and career.








Performance Objective 1: AVID Program: At least 80% of Budewig students will utilize AVID strategies in all content areas by January 31, 2021.

Evaluation Data Sources: AVID Walkthroughs, Binder Checks

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| <p>Strategy 1: AVID (Advancement Via Individual Determination) Budewig will continue participating in the AVID College readiness program, which introduces and teaches students academic skills that will prepare them to be successful in their college and career. Strategies include: note-taking, organization, inquiry, and collaboration. Eighty percent of students will show satisfactory progress according to the AVID assessment rubric. Teachers will attend AVID Summer Institute for professional development.</p> <p>Research AVID 1,5</p> <p>Strategy's Expected Result/Impact: Student will successfully know how to take 2-3 column notes, organize their thoughts, and collaborate in groups.</p> <p>Staff Responsible for Monitoring: Teachers, AVID Committee</p> <p>Funding Sources: - Title I - \$5,000</p> | Reviews | | | |
| | Formative | | | Summative |
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Goal 2: Alief ISD will improve student preparation for college and career.




Performance Objective 2: Transition: Elementary, Middle and Intermediate counselors will meet with 100% of our feeder schools to ensure a smooth transition from 6th to 7th grade and from 4th to 5th grade for students, once a year.









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| <p>Strategy 1: Counselors will conduct transition presentations at elementary feeder campuses. Presentations will include information about campus academic, fine arts, and organizational opportunities. Students from various fine arts groups such as band, orchestra, and cheerleaders will perform to increase interest in campus programs.</p> <p>Research: SAP 2, SAP 7</p> <p>Strategy's Expected Result/Impact: observations of incoming 5th graders feeling welcome and comfortable in their new school</p> <p>Staff Responsible for Monitoring: Counselors, Administrators, Band and Orchestra Teachers</p> <p>Funding Sources: - Title I - \$5,000</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 2: Budewig counselors will work closely with our Middle School counselors to ensure a smooth transition from 6th to 7th grade. Counselors will assist students with middle school course selection sheets highlighting academic, fine arts, organizational and athletic opportunities.</p> <p>Research: DP1, SAP 4</p> <p>Strategy's Expected Result/Impact: course selection sheets</p> <p>Staff Responsible for Monitoring: counselors, teachers</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 3: Budewig Counselors will provide 5th and 6th grade students the opportunities to tour local college campuses face to face and/or virtually.</p> <p>Research: GTAP 7, ASP6</p> <p>Strategy's Expected Result/Impact: To expose students to college campuses and promote early awareness of college preparation</p> <p>Staff Responsible for Monitoring: Administrators and Counselors</p> <p>Funding Sources: - Title I - \$5,000</p> | Reviews | | | |
| | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 1: Budewig Intermediate School will show a decrease in student discipline referrals by 5%.

Evaluation Data Sources: Discipline referral report



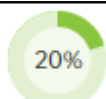
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| <p>Strategy 1: School activities are planned to promote a safe and drug-free school. These activities include Red Ribbon Week and Bully Prevention. The district's prevention curriculum that include lessons on suicide prevention, violence prevention, harassment prevention, and dating violence prevention are also integrated in classroom lessons.</p> <p>Research: PASS 4, PASS 12, PASS 13</p> <p>Strategy's Expected Result/Impact: Reduction of office referrals involving bullying, fighting, drug-use, and harassment</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, and Staff</p> <p>Funding Sources: - Title I - \$3,500</p> | Reviews | | | |
| <p>Strategy 2: Clubs are provided for students. These program provides a forum for students to learn social skills as well as harness positive leadership abilities within a homogeneous group. The program also allows students to practice conflict resolution, decision making, and build positive relationship.</p> <p>Research: PASS13, PASS12, PASS 16</p> <p>Strategy's Expected Result/Impact: Reduction of office referrals</p> <p>Staff Responsible for Monitoring: Administrators, Counselors,</p> <p>Funding Sources: - Title I - \$48,000</p> | Reviews | | | |
| <p>Strategy 3: In-school/Out-of-School Suspensions-Students will be placed in ISS for offenses greater that repeated level I offenses. Students will be tracked for progress with alternative consequences if ISS is not proven successful. In-school and out-of-school suspensions will also be monitored for Special Education Students. The Texas Behavior Support Initiative training will be utilized to reduce the number of out-of-school suspension and/or ALC placements for SE students.</p> <p>Research: PASS 2, PASS 4, PASS 10</p> <p>Strategy's Expected Result/Impact: Decline in bus and office referrals</p> <p>Staff Responsible for Monitoring: ABC Committee Members Administrators</p> <p>Administrators, Counselors, and Staff</p> <p>Behavior Intervention/Office Aide</p> <p>Funding Sources: - State Comp Ed (SCE)</p> | Reviews | | | |
| | Formative | | | Summative |
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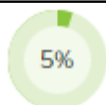




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|---|---|------------|------------|---|
| <p>Strategy 4: Special Education staffing process will be utilized to address behavioral concerns for students that may need to be placed in Structure setting and have a E. D. Status.</p> <p>Research: RTI 15, SPED 4</p> <p>Strategy's Expected Result/Impact: Tracking office referrals. Utilizing teacher documentation to track students' behavior. Using documentation to support a staffing.</p> <p>Staff Responsible for Monitoring: Special Education Chair</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 5: Professional Development opportunities for administrators, teachers, and paraprofessionals for training in state that will promote safe and civil behavior by students and staff.</p> <p>Research: PD 1, PASS 13</p> <p>Strategy's Expected Result/Impact: Increase in strong Classroom management techniques. Level of student learning will increase. Decline in office referrals. Implementation and training of staff on Restorative Practices.</p> <p>Staff Responsible for Monitoring: Administrators Staff</p> <p>Funding Sources: - Title I - \$19,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 6: Partnering Up for Positive Students' (PUPS) program is designed to provide students with individual support from a staff member (mentor) to help them develop a positive attitude toward school. Snacks will be provided during mentoring sessions.</p> <p>Research: PASS 3, PASS 4, PASS 12</p> <p>Strategy's Expected Result/Impact: Positive feedback from student climate surveys. Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p> <p>Funding Sources: - Local - \$500</p> | Reviews | | | |
| | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Budewig Intermediate will retain at least 70% of its highly-qualified and effective teachers hired during the past school years through the current school year 2020-2021.

Evaluation Data Sources: Report on returning teachers from the principal's secretary






| | Reviews | | | |
|---|---|-----|-----|-----------|
| | Formative | | | Summative |
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| <p>Strategy 1: Professional and paraprofessional staff will be provided many opportunities to attend various staff development sessions. Snacks will also be provided on the days of a full day in-service. The Alief ISD travel policy will be utilized for any training off campus.</p> <p>Research PD 1</p> <p>Strategy's Expected Result/Impact: Staff who attends professional development will return and present ideas and concepts from training to other staff members. Staff will implement at least 2 concepts from professional development training in their assigned role.</p> <p>Staff Responsible for Monitoring: Administrators Intermediate Specialists</p> <p>Funding Sources: - Title I - \$5,000</p> |  | | | |
| <p>Strategy 2: Budewig staff will be given opportunities to collaborate and reflect on teaching and curriculum (i. e. Professional Learning Community (PLC), grade level content planning days and common team planning periods to improve student achievement.</p> <p>Research PD 1, 2</p> <p>Strategy's Expected Result/Impact: Staff members will develop as a team through collaborations. Exchange of ideas from the analyzes of data and team planning. Student achievement goals will be accomplished through consistent communication and evaluation of classroom performance. First-line instruction will improve through demonstration of lesson delivery techniques during planning an PLC meetings.</p> <p>Staff Responsible for Monitoring: Administrators Content Specialist</p> |  | | | |
| <p>Strategy 3: Instructional coaches develop good working relationships with teachers and help them grow professionally through positive coaching sessions. Coaches will become consultants for teachers who struggle understanding their content of instruction.</p> <p>Strategy's Expected Result/Impact: Student Achievement will increase and the retention of qualified teachers will increase.</p> <p>Staff Responsible for Monitoring: Principal Instructional Leaders</p> |  | | | |

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| <p>Strategy 4: Budewig will provide a monthly Rookie Round Up meeting to first year teachers and teachers that are new to the campus to acclimate teachers to the school climate and culture. Additional support provide to first-year teachers and teachers new to the building through climate coach/consultant.</p> <p>Research PD 1</p> <p>Strategy's Expected Result/Impact: Improve teacher retention at Budewig.</p> <p>Staff Responsible for Monitoring: Intermediate Specialist</p> <p>Funding Sources: - State Comp Ed (SCE), - Title I - \$30,000, - Local - \$500</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 5: New teachers are provided with experienced teacher mentors.</p> <p>Strategy's Expected Result/Impact: New teachers become more effective in classroom instruction. New teachers develop the love and passion to the teaching profession and will stay.</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 6: Teachers who do great things at school are provided compliments, such as "shout out" in the weekly Budewig Staff News Letter.</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 7: Budewig Social Committee organizes gatherings such as "Happy Hours" after school that provide opportunities for social interaction.</p> <p>Strategy's Expected Result/Impact: Cohesiveness among teachers and staff.</p> | Reviews | | | |
| | Formative | | | Summative |
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Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: One hundred percent of Budewig classroom teachers will complete at least 7 hours of professional development in their content areas.







Evaluation Data Sources: Teachers' PD reports; certificates provided to teachers upon completion of PD sessions

| <p>Strategy 1: Strategy #1: Promote professional development opportunities offered in the district and/or state (i.e. Region IV). In addition, professional development opportunities will be offered on campus.</p> <p>Research PD 1</p> <p>Strategy's Expected Result/Impact: Participating in professional development will increase teachers' efficacy in their content area and increase teacher quality.</p> <p>Staff Responsible for Monitoring: Intermediate Specialists</p> <p>Funding Sources: - State Comp Ed (SCE), - Title I - \$19,000, - Title I - \$1,000</p> | Reviews | | | |
|---|--|-----|-----|-----------|
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| | Oct | Jan | Mar | June |
| |  30% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 3: One hundred percent of Budewig Intermediate teachers will take at least two hours of technology training on digital resources and tools that will increase student achievement by February 28, 2021.








Evaluation Data Sources: Technology specialist professional training records.

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| <p>Strategy 1: The Instructional Technology Specialist will offer professional develop during teacher's planning, before school, and after school. Additionally, teachers will attend the Texas Technology Conference in February.</p> <p>Strategy's Expected Result/Impact: Budewig teachers will be equipped with skills that will allow them to integrate technology in a meaningful way.</p> <p>Staff Responsible for Monitoring: Instructional Technology Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Reviews | | | |
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <p>Strategy 2: Twenty five Budewig teachers will learn how to create interactive, engaging, technology based lessons using a Promethean board by May 2021.</p> <p>Strategy's Expected Result/Impact: Student engagement will increase</p> <p>Title I Schoolwide Elements: 2.5</p> | Reviews | | | |
| | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.






Performance Objective 1: Family Engagement: At the end of SY 2020-2021, Budewig Intermediate School will increase family and community engagement attendance by 10% through the Parent Center.

Evaluation Data Sources: Attendance reports generated by the FAME liaison

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| <p>Strategy 1: Parent Center - Coordinator will provide various services and classes for parents, and will implement strategies to increase parent engagement such as monthly family enrichment events (parent and student events on campus during school hours). Snacks and beverages for family events will be provided. The Parent Center will purchase technology equipment for presentations to parents.</p> <p>Research: FAME 1, FAME 2</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement tracked through parent surveys and family sign-in logs.</p> <p>Staff Responsible for Monitoring: Parent Center Coordinator</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title I - \$2,500</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 2: Parent and Teacher Organization (PTO) will bring parents, teachers, and community members together in order to increase stakeholder involvement.</p> <p>Research: FAME 13, FAME 14</p> <p>Strategy's Expected Result/Impact: Increase of parents and teachers members of the PTO through membership roster.</p> <p>Staff Responsible for Monitoring: PTO members</p> | Reviews | | | |
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| <p>Strategy 3: Budewig Intermediate will implement workshops, programs, and activities that help meet the educational, social and emotional needs of parents, students and staff.</p> <p>Strategy's Expected Result/Impact: Provide students, families, and staff with social and emotional supports that will increase emotional well being, increase academic progress and increase attendance.</p> <p>Staff Responsible for Monitoring: School Counselors, Parent Liaison / FAME Coordinator, & CIS</p> | Reviews | | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 2: Budewig will provide parents information concerning services available for homeless students, including outside agencies, four times a month.

| <p>Strategy 1: 1) Budewig will create a bridge between families and the resources they need to address homelessness.</p> <p>Research: H1, H2</p> <p>Strategy's Expected Result/Impact: Improved attendance and academic achievement of homeless students. Increased appropriate referrals to CIS and CYS. Properly code families residency status by obtaining a completed residency questionnaire. Increased access to district level support services via the Homeless Liasion Department i.e. - transportation, uniforms, etc. Increased access to social service supports in the community in order to food security; increased access to housing; increase access to school supplies, clothing / uniforms.</p> <p>Staff Responsible for Monitoring: School Counselors, Registrar, CIS, FAME, and the ADMIN</p> | Reviews | | | |
|--|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  40% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |