NOTICE
This notice is posted pursuant to the Texas Open Meetings Act.
[TEXAS GOVERNMENT CODE SECTION 551]

BRYAN ISD BOARD OF TRUSTEES WORKSHOP
Boardroom
801 South Ennis Street
Bryan, TX 77803
Monday, September 25, 2023 – 6:00 PM

AGENDA

CALL TO ORDER
Welcome
Pledges of Allegiance
Citizens' Comments
Spotlight
1. Elementary Teachers of the Month
2. Secondary Teacher of the Month
3. Auxiliary Employee of the Month
4. Advanced Academic Student Awards & Recognitions
5. Bryan High School National Merit Semifinalists - Grace DuBose
6. Essential Eight "E8" Partner Award - Don and Donna Adam Family Foundation

Superintendent Update
1. Superintendent - Staff and Student Celebrations, Family and Community Engagement 2

SUPERINTENDENT UPDATE

September 25, 2023



Dave Campbell's Community Connector Award



Advanced Academic Nights @ BHS & RHS



After School Clubs



Naveen Cunha



Fiestas Patrias Parade



COMMUNICATION

Standing Committees

1. Finance Committee - Group Benefits Update and Insurance Renewal
2. Intergovernmental Committee - Workforce Solutions Presentation

Information Items

1. STAAR Redesign & Accountability Refresh Update 10

STAAR Redesign & Accountability Refresh Update

September 25, 2023

New State Assessment
New Accountability System

STAAR/EOC Changes in Summary

Structure
Changes to the structure of the assessment and question types.

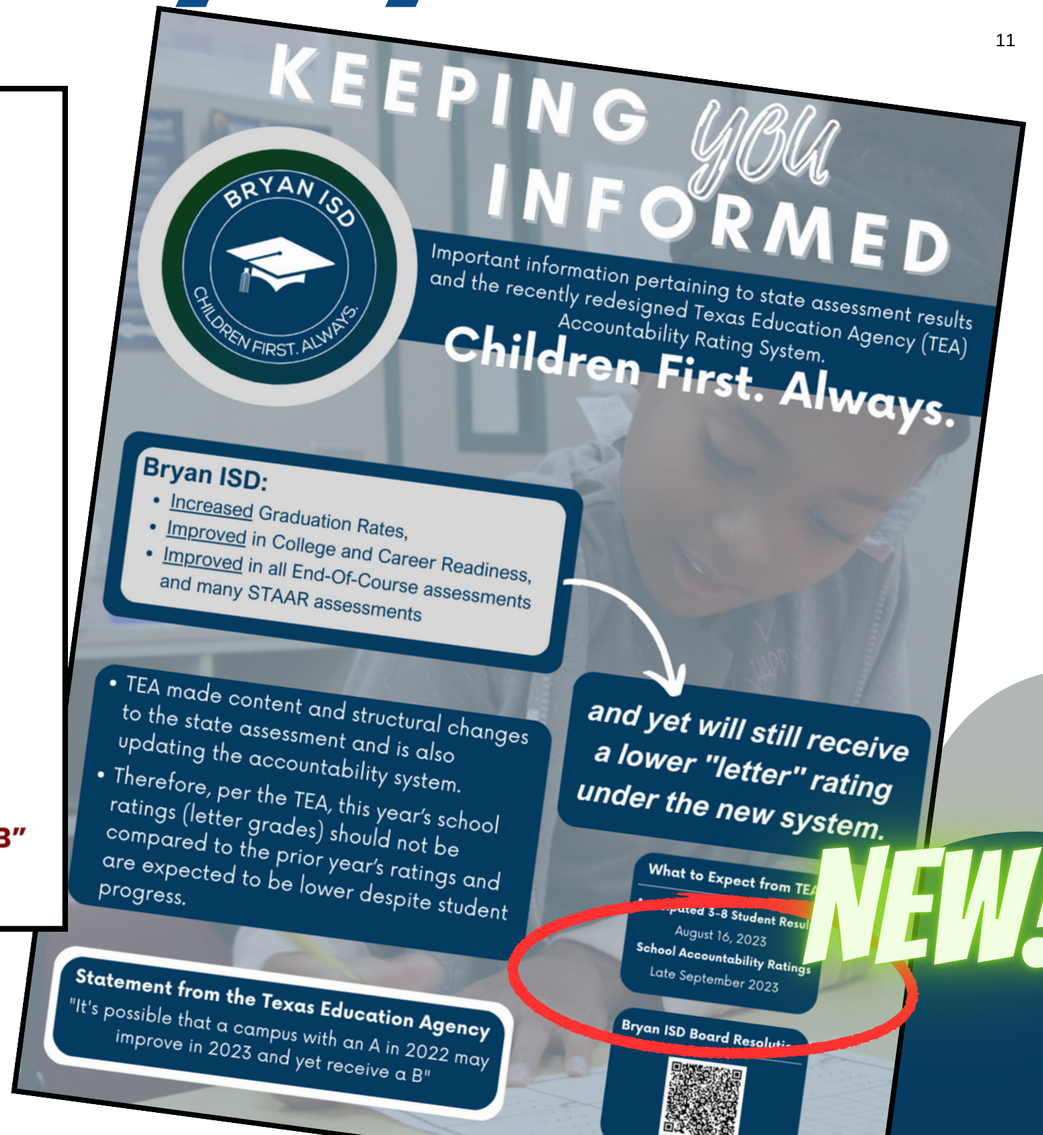
Content
Changes to the content of the assessment, writing is now a component on all assessments.

Indicators
Changes to the elements and indicators in the accountability system

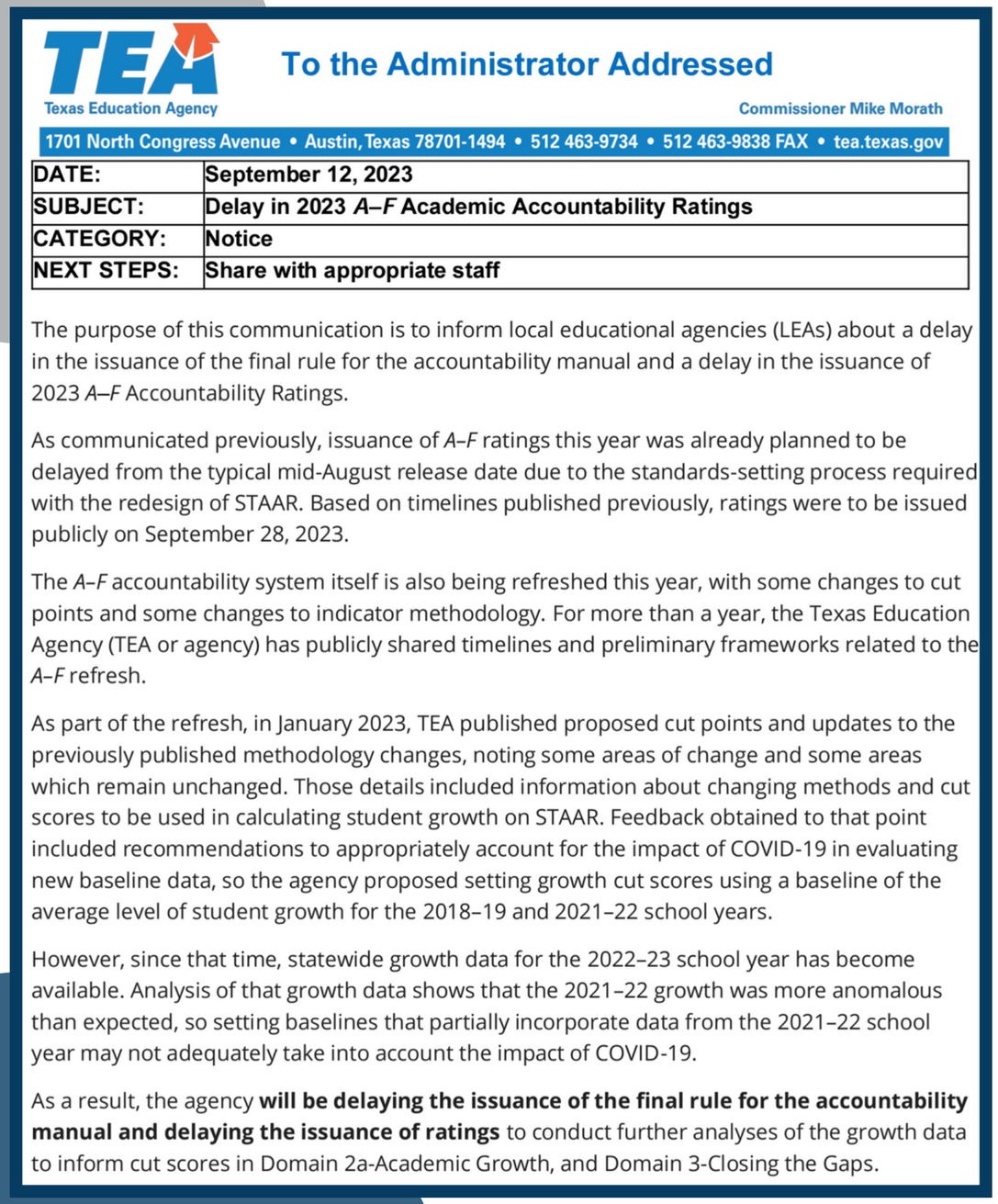
Cut Points
Changes to the cut points and scale scores in the accountability system. (Zone of Uncertainty - TEA)

Methodology
Changes to the methodology of the calculations in the accountability system for campuses as well as the district. Districts now have a rating derived based on the number of students enrolled at each campus rather than tests taken.

***From TEA*: "It is possible that a campus with an A in 2022 may improve in 2023 and yet receive a B"**



TEA Delays 2022-2023 Accountability Ratings



Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	**September 12, 2023**
SUBJECT:	**Delay in 2023 *A–F* Academic Accountability Ratings**
CATEGORY:	**Notice**
NEXT STEPS:	**Share with appropriate staff**

The purpose of this communication is to inform local educational agencies (LEAs) about a delay in the issuance of the final rule for the accountability manual and a delay in the issuance of 2023 *A–F* Accountability Ratings.

As communicated previously, issuance of *A–F* ratings this year was already planned to be delayed from the typical mid-August release date due to the standards-setting process required with the redesign of STAAR. Based on timelines published previously, ratings were to be issued publicly on September 28, 2023.

The *A–F* accountability system itself is also being refreshed this year, with some changes to cut points and some changes to indicator methodology. For more than a year, the Texas Education Agency (TEA or agency) has publicly shared timelines and preliminary frameworks related to the *A–F* refresh.

As part of the refresh, in January 2023, TEA published proposed cut points and updates to the previously published methodology changes, noting some areas of change and some areas which remain unchanged. Those details included information about changing methods and cut scores to be used in calculating student growth on STAAR. Feedback obtained to that point included recommendations to appropriately account for the impact of COVID-19 in evaluating new baseline data, so the agency proposed setting growth cut scores using a baseline of the average level of student growth for the 2018–19 and 2021–22 school years.

However, since that time, statewide growth data for the 2022–23 school year has become available. Analysis of that growth data shows that the 2021–22 growth was more anomalous than expected, so setting baselines that partially incorporate data from the 2021–22 school year may not adequately take into account the impact of COVID-19.

As a result, the agency **will be delaying the issuance of the final rule for the accountability manual and delaying the issuance of ratings** to conduct further analyses of the growth data to inform cut scores in Domain 2a-Academic Growth, and Domain 3-Closing the Gaps.

On September 12, the Texas Education Agency once again pushed back the release date for school district ratings from the 2022-2023 school year. While they were scheduled to be released at the end of this month,

TEA has postponed the date citing concerns about the reliability of the growth score data,

and has continued to make changes to the calculations and methodology. TEA anticipates a delay of approximately one month.

Multilayered Plans of Action



Curriculum & Instruction



Individual Student Needs



Campus Improvement



STAAR Redesign & Accountability Refresh Update

September 25, 2023

2. Bryan Collegiate High School Priority Focus Plan for Academic Improvement 16

BRYAN COLLEGIATE

PRIORITY FOCUS PLAN FOR ACADEMIC IMPROVEMENT

September 25, 2023



Children First. Always.

Student Achievement & Student Growth



STUDENT ACHIEVEMENT

Bryan Collegiate will focus on increasing student achievement in Algebra I



STUDENT ACHIEVEMENT

Bryan Collegiate will focus on increasing student achievement in English I and English II



STUDENT ATTENDANCE

Bryan Collegiate will focus on increasing our attendance rate.

STUDENT ACHIEVEMENT FOCUS – Algebra I

- Rigorous Tier I Instruction
  - PreAP Coursework
  - Early Interventions
- Supports
  - Algebra I Lab
  - Parent Communication
- Targeted Professional Development





STUDENT ACHIEVEMENT FOCUS – English I & II

- Rigorous Tier I Instruction
  - PreAP Coursework
  - Springboard Curriculum
  - Early Interventions
- Supports
  - Read 180 or Practical Writing
  - Parent Communication
- Targeted Professional Development



STUDENT ATTENDANCE FOCUS

- Student Recognition
  - Perfect Attendance Recognition
  - No Tardies Recognition
- Parent Engagement
  - New Parent Orientation
  - Chronically Absent Parent Meetings
- Staff Engagement
  - Weekly Attendance Updates
  - Parent Contacts

BRYAN COLLEGIATE

CAMPUS IMPROVEMENT PLAN OVERVIEW

September 25, 2023



Children First. Always.

3. Rudder High School Priority Focus Plan for Academic Improvement 23



RUDDER HIGH SCHOOL

PRIORITY FOCUS PLAN FOR ACADEMIC IMPROVEMENT

September 25, 2023

Children First. Always.

Student Achievement & Student Growth



FOCUS AREA

- Increase student achievement and growth in English I English II.



FOCUS AREA

- Increase student achievement and growth in Algebra I.



FOCUS AREA

- Staff will increase ratio of interactions with students in the common areas and in the classroom.

FOCUS AREA ACTION PLAN

- ELA I and II teams meet at the same time for Professional Learning Communities/Planning (PLC).
- Student goal setting and Progress Monitoring.
- Instructional Coaches attend PLCs
- DBA Data Analysis with teachers, IC and Admin.
- Beginning of Year, Middle of Year and End of Year Measures of Academic Progress (MAP) Assessment
- Use campus tutors to support teacher interventions.
- Analyze Spring District Based Assessment (DBA) data
- Monitor student intervention progress in PLC with Instructional Coaches.
- Professional Development on the campus focus on Mastery Checks and utilizing this data.
- Advanced Academic coordinator will work with Advanced classes to provide direct teacher support for improving student outcomes.



FOCUS AREA ACTION PLAN



- Algebra I team meet at the same time for PLC.
- Student goal setting and Progress Monitoring.
- Instructional Coaches attend PLC
- DBA Data Analysis with teachers, IC and Admin.
- Beginning of Year, Middle of Year and End of Year Measures of Academic Progress (MAP) Assessment
- Use campus tutors to support teacher interventions.
- Analyze Spring District Based Assessment (DBA) data
- Monitor student intervention progress in PLC with Instructional Coaches.
- Professional Development on the campus focus on Mastery Checks and utilizing this data.
  - Inspire calculators with Navigator System
- Advanced Academic coordinator will work with Advanced classes to provide direct teacher support for improving student outcomes.



FOCUS AREA ACTION PLAN

- Professional Development over Classroom Managed vs Office Managed behaviors and interventions.
- PBIS and CHAMPs professional development for all teachers.
- All teachers will use STOIC in order to maintain an effective learning environment.
  - Structure, Teach, Observe, Interact, Correct
- PBIS Foundations Team meets to review trend data and responds to these campus needs.
- Administration and counselors will have parent/ student conferences.
- Administration will meet weekly and analyze behavior data and trends.
- Increase student connection.
  - Information nights and Rookie Camp will inform students of clubs and opportinities to be involved in at Rudder.
  - Student Surveys will be submitted throughout the school year to collect PBIS data.

RUDDER HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN OVERVIEW

September 25, 2023



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4. Bryan High School Priority Focus Plan for Academic Improvement 30

BRYAN HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN OVERVIEW

September 25, 2023



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Student Achievement & Student Growth



FOCUS AREA

Algebra 1- growth and student achievement



FOCUS AREA

English 1 and 2- growth and student achievement



FOCUS AREA

Improve attendance

Agebra 1 Growth & Achievment

- AVID Elective for 9th and 10th Grades
- AVID Strategies Schoolwide
- AVID Structured Tutorials twice a week
- Teacher tutorials schoolwide
- Saturday GEAR Up Academic Support
- Saturday Academic Support for Emergent Bilingual students
- Viking Visits
- Individual student progress monitoring
- EOC Rapid Review





English 1 & 2 Growth & Achievement

- AVID Elective for 9th and 10th Grades
- AVID Strategies Schoolwide
- AVID Structured Tutorials twice a week
- Teacher tutorials schoolwide
- Saturday GEAR Up Academic Support
- Saturday Academic Support for Emergent Bilingual students
- Viking Visits
- Individual student progress monitoring
- STAAR Bootcamp



Improve Attendance

- Viking Visits - teachers monitoring and talking to students about their attendance
- Attendance sweeps-rounding up students after tardy bell to ensure accurate attendance
- Attendance incentives through PBIS for students and staff
- Parent contacts from teacher and AP office.
- District Attendance Campaign
  - Absence trackers, etc.
- Affirmations and prizes for accurate attendance taking
- Perfect Attendance Rewards

BRYAN HIGH SCHOOL

PRIORITY FOCUS PLAN FOR ACADEMIC IMPROVEMENT

September 25, 2023



Children First. Always.

5. Preparing for College & Career Pathways 37

Road to College

SEPTEMBER 2023

Rigorous Courses

Academic Support

Family Engagement



PSAT/SAT/AP/ACT/TSIA

College Application & Financial Aid Workshops

Department of Counseling Services

COLLEGE APPLICATION WORKSHOPS
AUG 2

AUG 23, SEPT 13, NOV 1

OPPORTUNITY FOR ALL SENIORS, WITH SUPPORT FROM CAMPUS STAFF AND COLLEGE RECRUITERS

COLLEGE & CAREER NIGHT @ RELLIS
OCTOBER 23

FOCUSING ON 10TH - 12TH WILL INCLUDE COLLEGES/ UNIVERISTIES
WORKFORCE ED
MILITARY
FINANCIAL AID

FASFA WORKSHOPS
FEB 7, 16 & 19
APRIL 1

NEW FEDERAL FAFSA FORMS MUCH LATER START THAN PREVIOUS YEARS

GRADUATION REQUIREMENT

CONTINUING THIS YEAR

ADVISE TX

8TH COLLEGE & CAREER FAIR AND INTEREST INVENTORY

MONTHLY COLLEGE CAREER DAY

ASVAB TESTING

PARTNERSIP WITH TAMU DIVISION OF ACADEMIC & STRATEGIC COLLABORATIONS

COLLEGE APPLICATION SESSIONS

FAFSA

JUNIOR STUDENT & PARENT LOOK FORS

Review of College Readiness Testing

PSAT	SAT	ACT	TSIA	AP	IB
• 9th - 11th Grade • School Day • No Charge • October • Digital (Fall 2023) • 11th Grade - NMSQT	• 11th Grade • School Day • No Charge • March • Digital (Spring 2024) • College Admission & Scholarships	• 11th Grade • School Day • $40 • April • Digital (Spring 2024) • College Admission & Scholarships	• 9th - 12th Grade • School Day/Saturdays • No Charge • Throughout the year • Digital • Dual Credit & College Course Placement	• 9th - 12th Grade • School Day • $15/$50 • May • Digital & Paper • AP Scholars • College Credit	• 9th - 12th Grade • School Day • $15/$50 • May • Paper • College Credit

Department of Advanced Academics

Highly Gifted Students immersed in a curriculum with depth & complexity

NEW

Students will gain support and preparation to succeed in rigorous coursework, have knowledge of college testing, and begin preparing for it

NEW

Through project-based learning, students engage in problem-solving and critical thinking needed to do well in advanced courses and assessments

NEW

In addition to college preparatory curriculum, students will begin learning about PSAT/SAT

A select group of students participates in the summer Scholar's Academy and Fall Saturday BootCamp.

NEW

Increasing Family Communication
New 6-weeks Family Newsletter
Revamped Website
Coming Soon - Social Media

Curriculum & Instruction

SPRINGBOARD

ELA Grades 6-10
Math Grades 7-8

Aligned with College Board Programs, the Research-based, classroom-tested curriculum is fully aligned with state standards and helps students develop the skills and knowledge they need to succeed in Pre-AP, AP, and on SAT.

PRE-AP COURSES

8 Pre-AP Courses
Grades 8 - 11

College Board Research

In Math & ELA, Pre-AP students were more likely to meet the SAT Suite of Assessment benchmarks

SAT WARM-UP QUESTIONS

ELA 10-11
Math 7-8
Science 9-12
Social Studies 9-12

Sample SAT questions and answer rationales provided for math, reading, and writing.

PROGRESS LEARNING & EDGENUITY

Grades 5 - 12

Programs provide practice for PSAT/SAT, ACT, and TSIA2.

KHAN ACADEMY

Provides practice for PSAT/SAT

Students can personalize by connecting College Board & Khan Academy accounts.

Bryan Collegiate High School

RIGOROUS COURSEWORK

- PreAP and AP Courses & Curriculum
- SpringBoard Curriculum
- Literacy Initiative
- WICOR
- Targeted Professional Development for staff

ACADEMIC SUPPORT

- AVID Elective
- AVID Schoolwide
- Dual Credit Courses with Supports
- Required Teacher Weekly Tutorials

FAMILY ENGAGEMENT

- AVID Family Nights
- Weekly Newsletter
- Coffee with the Counselors
- 9th Grade Parent Orientation
- Grade Level Teaming and Parent Meetings
- One-on-One Senior Meetings

TEST PREPARATION



- PSAT/SAT/ACT
  - AVID Elective
  - Mock Exams
- AP
  - Mock Exams
  - Saturday Tutorial Sessions
- TSIA 2
  - Bootcamps
  - Targeted Retesting

COLLEGE APPS & FINANCIAL AID

- AVID Elective
- Graduation Portfolio
- Campus Financial Aid Workshops for families
- Community Service Requirements
- Weekly College/University Recruiters
- College Visits

Bryan High School

RIGOROUS COURSEWORK

- PreAP & AP Courses & Curriculum
- SpringBoard Curriculum
- PreIB & IB Curriculum
- WICOR

ACADEMIC SUPPORT

- AVID elective for 9th and 10th
- AVID Strategies Schoolwide
- AVID Structured tutorials twice a week
- Teacher Tutorials schoolwide
- Sat EB tutorials

FAMILY ENGAGEMENT

- Advanced Academics Parent Night
- 9th grade orientation night
- Emphasis on positive parent contacts
- One on One Student Interactions

TEST PREPARATION



- PSAT / SAT / ACT
  - Scholar's Academy
  - AVID/PCC
- TSIA
  - College Prep Math & ELA courses
  - PCC courses
- AP / IB
  - Mock exams
- Working on New Test Prep Class for Elective Credit

COLLEGE APPS & FINANCIAL AID

- Advise TX - goal 100% engagement
- Application / FAFSA workshops
- GO Center - Scholarships

Rudder High School

RIGOROUS COURSEWORK

- AP and Pre-AP Course CED Skill based assignments
- Spring board curriculum
- AVID- WICOR
- Campus Vertical teaming
- Advanced Academic Coordinator
- AP Capstone

ACADEMIC SUPPORT

- Tutors in the classes
- Gear up Tutorial
- TAMU LULAC-Connexiones Tutorials for STEM
- Teachers tutorial
- Saturday Opportunity School
- AVID
- Aggie mentors
- Community members advise Capstone students

FAMILY ENGAGEMENT

- AP Parent information nights
- Emphasis on Positive Parent contact
- Family FAFSA information C&C center
- College Application drive
- Counselors' Parent sessions



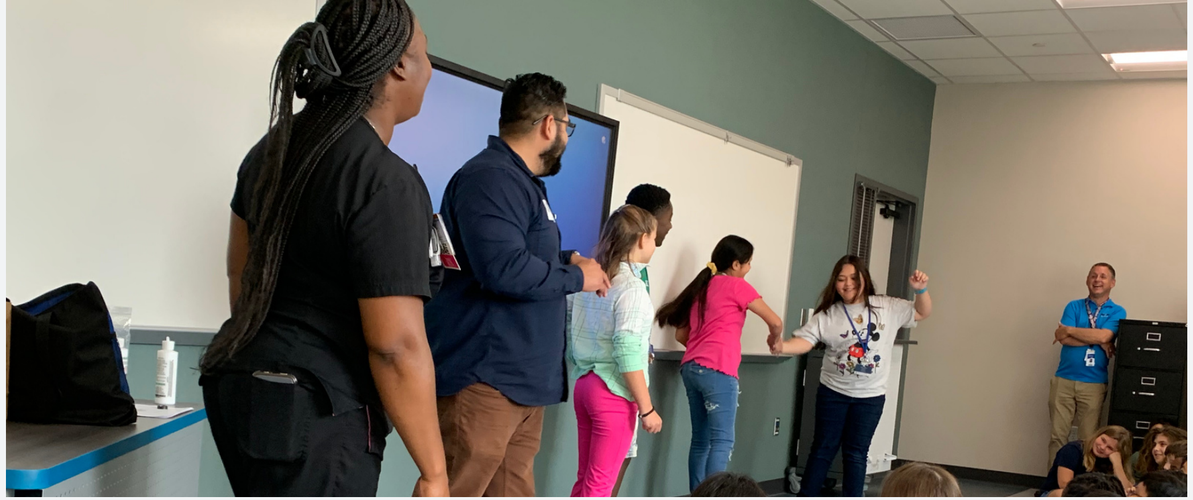
TEST PREPARATION

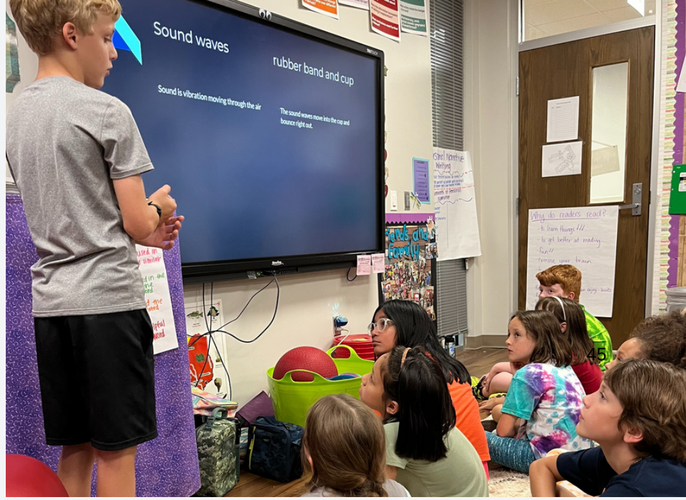
- Mock AP Exam in Spring
- PSAT and SAT like questions as bell ringers
- Benchmarks for tested subjects
- IC- Data analysis and feedback to student

COLLEGE APPS & FINANCIAL AID

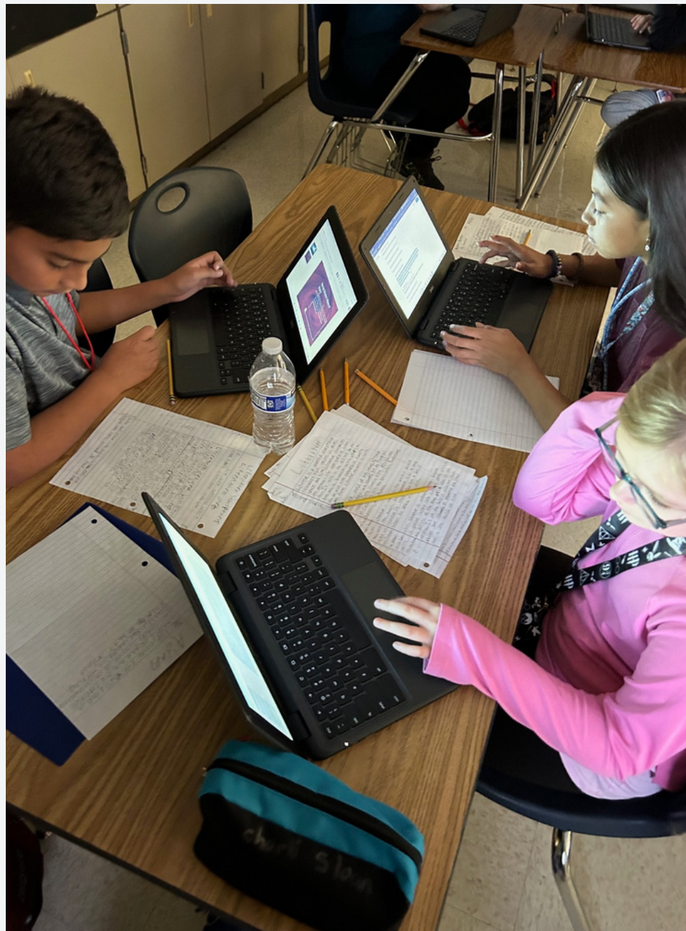
- FAFSA and College App Workshops
- Scholarship application assistance
- College Visits
- ASVAB testing
- Military recruitment information at C&C center
- Sponsors for AP Exam


Design Kit




Sound waves
rubber band and cup
Sound is vibration moving through the air

Questions?




SAM HOUSTON STATE UNIVERSITY
UNIVERSITY OF TAMPA
SOTA





ITEMS FOR DISCUSSION AND OR ACTION / CONSENT AGENDA

1. Consider Approval of the Meeting Minutes for August 7 and August 21, 2023 47

BRYAN ISD BOARD OF TRUSTEES MEETING

The Bryan ISD Board of Trustees met for a regular meeting on August 7, 2023, at noon, in the Boardroom of the Bryan ISD Administration Building, located at 801 South Ennis Street, Bryan, TX 77803.

Board members present:
- Dr. Julie Harlin
- Felicia Benford
- Mark McCall
- Ruthie Waller
- David Stasny
- Leo Gonzalez, II

Absent Board member:
- Dr. Deidra Davis

Staff members present:
- Ginger Carrabine
- Dr. Barbara Ybarra
- Kevin Beesaw
- Carol Cune
- Julea Johnson
- Crystal Goodman
- Linda Montoya
- Dr. Brian Merrell
- Jennifer Warren
- Ron Clary
- Rich Himmel
- Clay Falls
- Tiffany Lee

CALL TO ORDER

Board President, Dr. Julie Harlin, called the workshop to order at noon and extended a welcome to all attendees.

Citizens' Comment

No comment cards were presented.

Board Committee Reports

Technology Committee Update - Technology Purchases and Cybersecurity

Board Member Leo Gonzalez, II, provided an update on all the summer projects happening within the department. Technology Services has distributed student and teacher laptops and instructional materials. Based on the replacement cycle, planning and preparations were underway for replacement devices for staff and students. The committee will continue to evaluate providers for a Board software solution.

Finance Committee Update - Budget Status and Compensation

Board Member Mark McCall stated that the committee met to discuss teacher pay raises and safety and security concerns related to HB 3, with many items slated for final Board consideration for approval.

Information Item

DISTRICT BUDGET OVERVIEW

Assistant Superintendent of Business Services, Kevin Beesaw, discussed progress towards finalizing the 2023-24 budget, including factors influencing next year's budget. They include student enrollment and attendance, increases in property values, recruitment and retention of teachers and staff, inflation, and the New Instructional Facility Allotment (NIFA) to open the new Sadberry Intermediate campus.

Property values within Bryan ISD's taxing area increased by roughly 18%, but the property tax rate will decrease by 19 cents per $100 valuation, meaning property taxes paid to Bryan ISD will decrease in many cases, especially for homeowners. This revenue will be made up by the state through the Foundation School Program.

The 2023-24 Budget surplus/shortfall before raises is estimated at $2,233,0000. With the continuing delay in any decisions by the legislature on potential increases in teacher pay, there was discussion about moving forward with a 2% raise for teachers and staff to help maintain the current staff and recruit new staff. The 2% raise will bring the budget deficit for the 2023-24 fiscal year to roughly $4,636,000 million. Mr. Beesaw also reminded the board of the one-time stipends and sign-on bonuses already approved in prior meetings that will be funded using remaining Federal relief funds (ESSER).

ITEMS FOR DISCUSSION AND OR ACTION / CONSENT AGENDA

A **motion** was made by Leo Gonzalez, II and seconded by Mark McCall to approve the items listed on the consent agenda. *The motion passed unanimously.*

- Resolution to Budget and Prioritize State Compensatory Funds for the 2023-24 Fiscal Year
- Adoption of Order and Notice of the Board of Trustees Election for November 7, 2023
- Joint Inter-Local Agreement Between Brazos County and Bryan ISD for the November 7, 2023, General Election
- T-TESS Appraiser List for the 2023-2024 School Year
- Final Support Renewal for PowerSchool Enterprise Software for 2023-2024 through 2024-2025
- Memorandum of Understanding Between Bryan ISD and Sam Houston University for Practicum Students in Counseling
- Student Code of Conduct and Student Handbook for the 2023-2024 School Year
- Participation in the Commercially Sponsored Physical Activity Programs

ITEMS FOR DISCUSSION AND OR ACTION / REGULAR AGENDA

Business Services

DISCUSS AND CONSIDER APPROVAL OF THE PURCHASE OVER $50,000 FOR NIGHTLOCK DOOR BARRICADE DEVICES

Assistant Superintendent of Business Services Kevin Beesaw, Director of Maintenance & Operations Ron Clary, and Assistant Director of Safety & Security Rich Himmel reported that this device will be applied to all classroom doors for extra security if a lockdown is needed. It would create a uniform standard across the district, essential for emergency responders in a potential crisis. Proposed funding for this purchase would come from Don and Donna Adam Family Trust donation.

A **motion** was made by Mark McCall and seconded by Felicia Benford to approve the purchase of Nightlock Door Barricade Devices as presented. *The motion passed unanimously.*

DISCUSS AND CONSIDER APPROVAL OF A PURCHASE OVER $50,000 FOR COLLABORATIVE RESPONSE GRAPHICS OF CAMPUSES

Assistant Superintendent of Business Services Kevin Beesaw, Director of Maintenance & Operations Ron Clary, and Assistant Director of Safety and Security, Rich Himmel, stated that these maps meet compliance with HB3. We will provide these to the Bryan Police Department, Brazos County Sheriff's Office, Department of Public Safety, and 911 Dispatch Center to help collaborate responses from all agencies within the district. They will integrate with Raptor Alert SOS and Rapid SOS systems as well. Proposed funding for this purchase would come from the Don and Donna Adam Family Trust donation.

A **motion** was made by Mark McCall and seconded by Ruthie Waller for the approval of the purchase of Collaborative Response Graphics of campuses as presented. *The motion passed unanimously.*

CONSIDER APPROVAL OF EMPLOYEE COMPENSATION FOR THE 2023-2024 SCHOOL YEAR

Assistant Superintendent of Business Services, Kevin Beesaw, gave a high-level overview of proposed raises for all employee groups for the 2023-24 fiscal year. The 2% pay raise includes all employees and the employee retention stipends previously approved for all employees.

A **motion** was made by Leo Gonzalez, II and seconded by Felicia Benford for the approval of the employee compensation recommendations as presented. *The motion passed unanimously.*

Closed Session

CONVENE IN CLOSED SESSION

Board President Dr. Julie Harlin called for a closed session at 12:45 p.m. as authorized by Texas Government Code Chapter 551.089, 551.074, and 551.076 for the subjects allowed and Texas Education Code Section 37.0814.

DISCUSS ISSUES PERTAINING TO NETWORK SECURITY ASSESSMENTS AND INFORMATION AND DEPLOYMENT OF CRITICAL INFRASTRUCTURE/SECURITY DEVICES - TEXAS GOVERNMENT CODE 551.089

The agenda item was discussed in a session closed to the public.

DELIBERATE THE DEPLOYMENT, OR SPECIFIC OCCASIONS FOR IMPLEMENTATION, OF SECURITY PERSONNEL, CRITICAL INFRASTRUCTURE, OR SECURITY DEVICES - TEXAS GOVERNMENT CODE 551.076; 661.089

The agenda item was discussed in a session closed to the public.

PURSUANT TO TEXAS GOVERNMENT CODE SECTIONS 551.0821, DELIBERATION CONCERNING A PUBLIC SCHOOL STUDENT WHEREIN PERSONALLY IDENTIFIABLE INFORMATION WILL NECESSARILY BE REVEALED

The agenda item was discussed in a session closed to the public.

DISCUSS ISSUES PERTAINING TO APPOINTMENT, EMPLOYMENT, EVALUATION, REASSIGNMENT, DUTIES, DISCIPLINE, OR DISMISSAL OF A PUBLIC OFFICER OR EMPLOYEE (TEXAS GOVERNMENT CODE SECTION 551.074)

The agenda item was discussed in a session closed to the public.

Reconvene in Open Session

The Board reconvened in an open session at 1:50 p.m. The Board took no action in closed session.

CONSIDER AND TAKE POSSIBLE ACTION TO ADOPT BOARD RESOLUTION REGARDING TEXAS EDUCATION CODE SECTION 37.0814

A **motion** was made by Mark McCall and seconded by Felicia Benford for the Board of Trustees to approve the Board Resolution regarding the District's compliance with Texas Education Code Section 37.0814, to establish a good cause exception and alternative standards and attach said resolution to the minutes of this meeting. *The motion passed unanimously.*

DISCUSS AND CONSIDER PARTNERSHIP WITH TNT SECURITY SOLUTIONS

A **motion** was made by Leo Gonzalez, II and seconded by Felicia Benford for the approval of the partnership with TNT Security Solutions as presented and authorize the Superintendent to negotiate a contract for services. *The motion passed unanimously.*

ADJOURN

There being no further business, the meeting adjourned at 1:53 p.m.

_____ _____

President Secretary

BRYAN ISD BOARD OF TRUSTEES MEETING
August 21, 2023

The Bryan ISD Board of Trustees met for a regular meeting on Monday, August 21, 2023, at 6:00 p.m. in the Boardroom of the Bryan ISD Administration Building, located at 801 South Ennis Street Bryan, TX 77803.

Board members present:
- Dr. Julie Harlin
- Dr. Deidra Davis
- Felicia Benford
- Mark McCall
- Ruthie Waller
- David Stasny
- Leo Gonzalez, II

Staff members present:
- Ginger Carrabine
- Dr. Barbara Ybarra
- Kevin Beesaw
- Carol Cune
- Crystal Goodman
- Dr. Brian Merrell
- Julea Johnson
- Linda Montoya
- Janice Williamson
- Ron Clary
- Clay Falls
- Paul Buckner
- Rich Himmel
- Tiffany Lee

CALL TO ORDER PUBLIC HEARING

Board President Dr. Julie Harlin, called the public hearing to order at 6:03 p.m. and quickly recessed at 6:03 p.m. to allow time for the pledges, citizens' comments and Spotlight items.

RECESS PUBLIC HEARING

Dr. Julie Harlin recessed the public hearing at 6:03 p.m.

CALL TO ORDER REGULAR MEETING

President Harlin called the regular meeting to order at 6:04 p.m and extended a hearty welcome to all attendees.

Pledges of Allegiance

Sam Rayburn Intermediate 6th graders students led the audience in reciting the American Pledge and Texas Pledge.

Citizens' Comment

Si Harbottle presented a comment card regarding individuals running school bus stop signs.

Spotlight

Essential Eight "E8" Partner Award - Truist Bank

Director of Counseling Services Donna Willett, and the Executive Directors of School Leadership Crystal Goodman, Linda Montoya, and Dr. Brian Merrell, presented Truist Bank Branch Leader Tim Pavalas with an E8 Partner Award. Truist Bank has supported the district with monthly gift cards to the Elementary and Secondary teachers of the month.

Essential Eight "E8" Partner Award - Bryan ISD Education Foundation

Board President Dr. Julie Harlin recognized the Bryan ISD Education Foundation Board of Directors for supporting the Bryan ISD teachers, students, and staff. The recent Hometown Reunion was a huge success. Proceeds from this event will support the ongoing work of the Education Foundation.

RECESS REGULAR MEETING

Board President Dr. Julie Harlin, called the regular meeting to recess at 6:16 p.m.

RECONVENE PUBLIC HEARING

The Public Hearing reconvened at 6:16 p.m.

2023-24 Budget and 2023 Tax Rate

Assistant Superintendent of Business Services, Kevin Beesaw, gave a high-level overview of the proposed budget and tax rate for 2023-24. The recommended budget included the General Fund, Debt Service Fund and Food Service Fund, totalling $213,755.187. The estimated expenditures exceeded the projected revenue by $4,636,000 for the year ending August 31, 2024. The proposed maintenance and operations tax rate of $0.6792 is a reduction of $0.1854 from the previous year's tax rate. It is the maximum rate that can be adopted without calling a Tax Ratification Election (TRE).

ADJOURN PUBLIC HEARING

There being no other business, the public hearing was adjourned at 6:29 p.m.

RECONVENE REGULAR MEETING

The regular meeting reconvened at 6:29 p.m.

Superintendent Update on Beginning of School Celebrations and Community Engagement

Superintendent Ginger Carrabine recognized the Bryan ISD staff and students participating in the community pep rally. Back-to-school events across the district have gone extremely well. The administration is incredibly proud of how well the start of school has started. The Education Foundation's 1st Annual Hometown Reunion was a huge success. Over six hundred people attended the event. The administration will continue to focus on family and community engagement.

Standing Committees

Teaching and Learning Committee Update On STAAR Redesign, Policy Update and Upcoming Purchases

Trustee Felicia Benford, stated that the committee met on August 9. The administration discussed the preliminary information from TEA regarding STAAR for all grades. The final accountability rating for the district will be released in late September. The committee also received an update from TEA regarding the Teacher Incentive Allotment and clarifying language for Board policy EIC (Local). TEA has notified the District that many students will take an additional Reading Language Arts STAAR and English I and II Field Test in February. TEA recommends scheduling 2-3 hours for each of these tests.

Finance Committee - Budget Discussion for the 2023-2024 School Year

Trustee Mark McCall stated that the committee met to discuss items regarding the sale of bonds. The property-casualty and automobile insurance renewal, there is a 33% increase in premium based on the opening of a new school, the tightening market with companies declining to write policies and pulling out of some states citing losses from climate-related disasters.

Information Items

STAAR Redesign and Accountability Refresh Update

Associate Superintendent of Teaching and Learning Dr. Barbara Ybarra gave an overview of the STAAR/EOC redesign. In summary, the structure, content, indicators, cut points, and methodology of the calculations in the accountability system for campuses and the district. Districts now have a rating based on the number of students enrolled at each campus. From TEA: A campus with an A in 2022 may improve in 2023 yet receive a B rating. TEA will finalize the 2022-2023 Accountability Manual in early September and release the accountability ratings (letter grades) for the 2022-2023 school year in late September.

Fine Arts Update

Director of Fine Arts Patrick Corbett updated the district's Fine Arts programs. For the 4th consecutive year, Bryan ISD has earned the District of Distinction from the Texas Art Educators Association (TAEA). Bryan ISD's Annual Artfest, now in its 21st year of existence, continues to have a record turnout of participants and has earned a wealth of community support. IB Visual Arts students prepared a mural at the HEB on Villa Maria and displayed art at the Bob Bullock Museum in Austin. Students continue to qualify for State VASE, receiving the highest score. Bryan was awarded the Best Communities for Music Education for the third consecutive year.

ITEMS FOR DISCUSSION AND OR ACTION / CONSENT AGENDA

A **motion** was made by Dr. Deidra Davis and seconded by Felicia Benford for the approval of the items listed on the consent agenda.

- Meeting Minutes July 17, 2023
- Meeting Minutes July 25, 2023
- Bills Paid, Financial Statements, and Purchasing Report for July 2023
- Purchase Over $50,000 for Property, General Liability and Automobile Insurance
- Resolution, Adjunct Faculty Agreement, and 4H Calendar, Regarding Extracurricular Status of 4H Organization
- Per TEA, the following language is required to be recorded in the board minutes. Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to delegate Contractual Authority to the Superintendent - Specific board action is required to delegate the authority to the superintendent to process the contract as an electronic document accessible in the Excess Local Revenue (ELR) module in Foundations School Program (FSP). The action is as follows:

  For the 2023-2024 school year, we delegate contractual authority to obligate the school district under Texas Education Code (TEC) §11.153(c)(4) to the superintendent, solely for the purpose of

obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)
- Purchase Over $50,000 for Special Education Evaluation Contracted Services
- Update to EIC (Local)
- Student Code of Conduct and Student Handbook for the 2023-2024 School Year
- Approve Amendment #1 to the Agreement for Limitation on Appraised Value with CertainTeed LLC (Formerly CertainTeed Holding Corporation) (#2042)
- Resolution and the Final Plat for the 95.29 acres owned by the District at F.M. 2818 (Harvey Mitchell Parkway) and F.M. 1688 (Leonard Road), said 95.29 acres described as Zeno Phillips League, A-45, Block 19, in Brazos County, Texas

The motion passed unanimously.

ITEMS FOR DISCUSSION AND OR ACTION / REGULAR AGENDA

Business Services

CONSIDER APPROVAL OF THE BUDGET FOR THE YEAR ENDING AUGUST 31, 2024, FOR THE GENERAL FUND DEBT SERVICE FUND AND FOOD SERVICE FUND

Assistant Superintendent of Business Services, Kevin Beesaw, gave a detailed presentation of the 2024 budget. The recommended budget includes the General Fund, Debt Service Fund and Food Service Fund, totalling $213,755,187. Estimated expenditures exceed projected revenue by $4,636,000 for the year ending August 31, 2024. The administration recommended the tax rates be set at $0.6792 for Maintenance and Operations and $0.2700 for Debt Service. The budget was prepared in support of the district's goals.

A **motion** was made by Leo Gonzalez, II and seconded by Mark McCall for the approval of the recommended budget for the year ending August 31, 2024, for the General Fund, Debt Service Fund, and Food Service Fund as presented. *The motion passed unanimously*.

CONSIDER APPROVAL OF A RESOLUTION SETTING THE TAX RATE FOR 2023 FOR THE BRYAN INDEPENDENT SCHOOL DISTRICT

Assistant Superintendent of Business Services, Kevin Beesaw, stated that Bryan ISD recommends a tax rate of $0.6792 for maintenance and operations and $0.270 for debt service for a total tax rate of $0.9492 per $100 of value. This tax rate is lower by $0.1854 than the prior year for maintenance and operations and lower by $0.005 than the previous year for the debt service fund. The total tax rate is lower by $0.1904 per $100 value than last year. The maintenance and operations rate recommended does not exceed the effective maintenance and operations rate for 2022. The 2023 tax rate resolution will be posted on the district website as required.

A **motion** was made by Mark McCall and seconded by Dr. Deidra Davis for the approval of the property tax rate for 2023 to be set by the attached resolution at $0.6792 for Maintenance and Operations and $0.2700 for Debt Service for a total rate of $0.9492 per $100 of valuation as presented. *The motion passed unanimously.*

CONSIDER APPROVAL OF A RESOLUTION FOR THE COMMITMENT OF FUND BALANCE FOR THE YEAR ENDING AUGUST 31, 2024

Assistant Superintendent of Business Services, Kevin Beesaw, stated that per policy CE(LOCAL) and GASB 54, the Trustees must annually decide on the amounts or percentages in the areas of committed fund balance. A resolution was presented that sets 100% of the fund balance as committed to the Group Benefits Risk Pool, Workers Compensation Fund and Student Activity Funds. For the General Fund, the resolution requires commitments in amounts to be determined by the Superintendent for specific areas that could materially affect the budget if determined it is needed. For the General Fund commitments, a report of the recommendations by the Superintendent was presented.

A **motion** was made by David Stasny and seconded by Leo Gonzalez, II, for the approval of the attached resolution committing Fund Balance for the year ending August 31, 2024, as presented. *The motion passed unanimously.*

CONSIDER APPROVAL OF A BUDGET AMENDMENT FOR THE GENERAL FUND, DEBT SERVICE FUND, AND FOOD SERVICE FUND FOR THE YEAR ENDED AUGUST 31, 2024

Assistant Superintendent of Business Services, Kevin Beesaw, presented a proposed budget amendment for the General Fund, Debt Service Fund and Food Service Fund. Additional revenue includes increased investment earnings, ESSER II indirect costs reimbursement and Teachers Incentive Allotments (TIA) funding. Additional expenditures include Teachers Incentive Allotment (TIA) payouts, additional substitutes and an additional amount for payroll accrual to book the three more additional days worked in the fiscal year because of the early start date. There are also various transfers between functions to align the budget with the final expected actual expenditures.

A **motion** was made by Mark McCall and seconded by Ruthie Waller for the approval of the budget amendment for the General Fund, Debt Service Fund, and Food Service Fund for the year ending August 31, 2023, as presented. *The motion passed unanimously*.

DISCUSSION AND CONSIDERATION OF AN ORDER AUTHORIZING THE ISSUANCE OF $55,000,000 BRYAN INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2023 AND RESOLVING OTHER MATTERS INCIDENT AND RELATED THERETO

Assistant Superintendent of Business Services, Kevin Beesaw, stated that the remaining $55,000,000 of the $175,000,000 2021 bond referendum was put out for bid. Mr. Paul Jassin of Specialized Public Finance discussed the bid process and the final results. The Bonds will be enhanced by the Texas Permanent School Fund (PSF) bond guarantee program rated “AAA” and maintain the District’s bond rating of an “AA” rating. The district received a total of 7 bids, with Frost Bank submitting the winning bid. The first payment on the series is scheduled for February 2024.

A **motion** was made by Dr. Deidra Davis and seconded by Mark McCall for the approval to adopt the Order providing for the issuance of $55,000,000 in principal amount of "Bryan Independent School District Unlimited Tax School Building Bonds, Series 2023" and resolving other matters incident and related thereto, as presented. *The motion passed unanimously.*

Teaching and Learning

DISCUSS AND CONSIDER APPROVAL OF AMENDMENTS TO THE DISTRICT OF INNOVATION LOCAL INNOVATION PLAN

Associate Superintendent of Teaching and Learning, Dr. Barbara Ybarra, and Executive Director of School Leadership, Dr. Brian Merrell, stated that the new statute from the 88th legislature, SB2428, relating to the removal of a public school student from the classroom for the possession or use of an e-cigarette would go into law on September 1, 2023. The rule requires a mandatory DAEP placement for any student in possession of an e-cigarette or vape, regardless of the contents. Bryan PD tests vapes on-site and can determine those with controlled substances and those containing nicotine. The District Educational Improvement Committee (DEIC) and the District of Innovation (DOI) Committee met and unanimously supported an amendment to the local innovation plan for possessing nicotine vapes.

The district will continue the mandatory removal to DAEP for possessing a vape with THC or marijuana. Still, it will use local discretion regarding appropriate consequences for having a nicotine vape. Additionally, all students would be required to participate in various interventions and lessons regarding substance abuse.

A **motion** was made by Leo Gonzalez, II and seconded by David Stasny to approve the District of Innovation Local Innovation Plan as presented. *The motion passed unanimously*.

Closed Session

CONVENE IN CLOSED SESSION

Board President Dr. Julie Harlin called for a closed session at 8:06 p.m. as authorized by Texas Government Code Chapter 551.074 and 551.0821 for the subjects allowed.

DISCUSS ISSUES PERTAINING TO APPOINTMENT, EMPLOYMENT, EVALUATION, REASSIGNMENT, DUTIES, DISCIPLINE, OR DISMISSAL OF A PUBLIC OFFICER OR EMPLOYEE

The agenda item was discussed in a session closed to the public.

PURSUANT TO TEXAS GOVERNMENT CODE SECTIONS 551.0821, DELIBERATION CONCERNING A PUBLIC SCHOOL STUDENT WHEREIN PERSONALLY IDENTIFIABLE INFORMATION WILL NECESSARILY BE REVEALED

The agenda item was discussed in a session closed to the public.

RECONVENE IN OPEN SESSION

The board reconvened in an open session at 8:57 p.m. No action was taken in the closed session.

ADJOURN

There being no further business, the meeting adjourned at 8:57 p.m.

_____ _____

President Secretary

2. Consider Approval of Bills Paid, Financial Statements, and Purchasing Report for August 2024 58

BRYAN INDEPENDENT SCHOOL DISTRICT
REPORT OF SUPERINTENDENT APPROVED PURCHASES ($25,000 - $50,000)
FOR THE MONTH OF AUGUST 2023

Date	Dept	Campus	Vendor	Amount	Fund	Purch Method	Description
08/09/23	School Leadership	Administration	Ripple Effects	$49,682.50	ESSER	Bid	Purchase of social emotional digital suite to promote positive behavioral and mental health for DAEP, RHS, BHS, SFA, Davila, Rayburn, Long, and Sadberry
08/09/23	Sp Ed	Milam - Sp Ed	TeachTown	$45,365.00	Idea-B	Purchasing Cooperative	Renewal of Encore K-12 student package to help provide students with moderate and severe disabilities access to general education curriculum
08/18/23	School Leadership	Administration	RaaWeek-12 Solutions	$47,450.00	ESSER		Software renewal for Truancy and Dropout Prevention

RECEIVED

AUG 28 2023

BUSINESS SERVICES

BRYAN INDEPENDENT SCHOOL DISTRICT
PURCHASE AUTHORIZATION REQUEST

In accordance with Policy CH (LOCAL) the following purchase request is being submitted for consideration:

VENDOR: Ripple Effects

FUNDING AMOUNT: $49,682.50

ADDRESS: 4020 East Madison Ste 321

FUNDING SOURCE: ESSER

CITY, STATE ZIP: Seattle, WA 98112

DATE REQUIRED: August 2023

PURCHASING/BID METHOD:
Bryan ISD Bid

DESCRIPTION:
Purchase of Ripple Effects for DAEP, Rudder HS, Bryan HS, SFA, Davila, Rayburn, Long, and Sadberry

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JUSTIFICATION:
A digital suite of programs to personalize social emotional skill building and promote positive behavioral and mental health. Used across tiers and settings, Ripple Effects programs ensure each learner gets what they uniquely need to thrive in school and life.

EFFECT ON FUTURE BUDGET YEAR:
na

REQUESTED BY:
Brian Merrell/Cody Satterfield

DATE:
August 2023

KEVIN BEESAW, ASSIST SUPT OF BUS SERV **APPROVED:** ☑ **DENIED:** ☐

GINGER CARRABINE, SUPERINTENDENT **APPROVED:** ☑ **DENIED:** ☐

DATE OF BOARD MEETING: **APPROVED:** ☐ **DENIED:** ☐

BUSINESS OFFICE USE ONLY:

FORM 1295 REC'D: **YES:** ☐ **NO:** ☐

PURCHASE ORDER NO: _____ **BUDGET TRANSFER REQUIRED:**

DATE ISSUED: _____ **YES:** ☐ **NO:** ☐

Req# 139582

rippleeffects

Please send all Purchase Orders to:
4020 East Madison St Suite 321
Seattle, WA 98112
orders@rippleeffects.com

Pricing Information

Date: 7-28-2023
Buyboard Name: Ripple Effects Inc

Your Consultant: Lena Allison
Buyboard Contract No: 653-21

IS# 178864

This Estimate is for:

NAME: Cody Satterfield
DISTRICT: Bryan ISD – Student Affairs

EMAIL: cody.satterfield@bryanisd.org
PHONE: 979-209-2815

Pricing is only for Permanent Licenses for Kids and Teens
For HB 114 – Drug Intervention Program

Implementation of Year 2 of DAEP ISD DAEP	**Rate**	**No. of Site**	**Price**
Maintenance Fee for DAEP Year 2 Subscription	10% of license	1 DAEP	$550
15 More licenses for Bryan ISD DAEP only Permanent License Ripple Effects Teens Silver Level – No Pocket Coach	$9,500	1 DAEP	$9,500
15 More licenses for Bryan ISD DAEP only Permanent License Ripple Effects Kids Silver Level – No Pocket Coach	$9,500	1 DAEP	$9,500
Set up Fee for DAEP	$50 per site	1 DAEP	$50
Total for DAEP only			$19,600
Ripple Effects Permanent Licenses for Schools	**Rate**	**No. of Site**	**Price**
10 Concurrent Licenses Bryan ISD High Schools Silver Level – No Pocket Coach Includes Data Viewer for documentation and playlists	$5,500	2 High Schools	$11,000
10 Concurrent Licenses Bryan ISD Middle Schools Silver Level – No Pocket Coach Includes Data Viewer for documentation and playlists	$5,500	2 Middle Schools	$11,000
10 Concurrent Licenses Bryan ISD Intermediate Schools Silver Level – No Pocket Coach Includes Data Viewer for documentation and playlists	$5,500	3 Intermediate Schools	$16,500

Set up Fee	**$50 per site**	**7**	**$350**
Total for Ripple Effects for Other Schools			$38,850
Planning and Training Webinars **We will contact you for dates upon receipt of PO**			**FREE for Bryan ISD**
Do you need in person training? Please contact Lena Allison for live in person training pricing.			
Total for Bryan ISD			**$58,450**
15% Discount for Bryan ISD (approved)			**-$8,767.50**
Total for Bryan ISD			**$49,682.50**

**This is a permanent license. There is an annual update cost paid annually starting from Year 2. Annual update/maintenance cost is 10% of license cost. We will reach out to contact on file for details in Year 2.*

CASEL DESIGNATED Promising Program

//CODiE// SIIA CODiE AWARDS

NATIONAL DROPOUT PREVENTION CENTER

BBB ACCREDITED BUSINESS A+

CAMPUS #	SCHOOL NAME	Budget Code							Amount
001	BHS	282	1	11	001	24	00	639973	4,717.50
002	RHS	282	1	11	002	24	00	639973	4,717.50
012	DAEP	282	1	11	012	29	00	639973	16,660.00
041	STEPHEN F AUSTIN MS	282	1	11	041	30	00	639973	4,717.50
045	JANE LONG MS	282	1	11	045	30	00	639973	4,717.50
046	RAYBURN MS	282	1	11	046	30	00	639973	4,717.50
047	ARTHUR L DAVILA MS	282	1	11	047	30	00	639973	4,717.50
049	Sadberry	282	1	11	047	30	00	639973	4,717.50
									49,682.50

BRYAN INDEPENDENT SCHOOL DISTRICT
PURCHASE AUTHORIZATION REQUEST

In accordance with Policy CH (LOCAL) the following purchase request is being submitted for consideration:

VENDOR: Teachtown/Jigsaw Learning

FUNDING AMOUNT: $45,365

ADDRESS: 330 West Cummings Park

FUNDING SOURCE: IDEA-B

CITY, STATE ZIP: Woburn, MA 01801

DATE REQUIRED: August 2023

PURCHASING/BID METHOD:
Purchasing Cooperative

DESCRIPTION:
Purchase of Encore K-12 Student Package (Renewal)

JUSTIFICATION:
Standards-based, adapted core curriculum based on Applied Behavior Analysis (ABA) that provides students with moderate and severe disabilities access to the general education curriculum.

EFFECT ON FUTURE BUDGET YEAR:
na

REQUESTED BY:
Catherine George
Jennifer Warren

DATE:
August 2023

KEVIN BEESAW, ASSIST SUPT OF BUS SERV **APPROVED:** ☑ KB **DENIED:** ☐

GINGER CARRABINE, SUPERINTENDENT **APPROVED:** ☑ **DENIED:** ☐

DATE OF BOARD MEETING: **APPROVED:** ☐ **DENIED:** ☐

BUSINESS OFFICE USE ONLY:

FORM 1295 REC'D: **YES:** ☐ **NO:** ☐

PURCHASE ORDER NO: _____ **BUDGET TRANSFER REQUIRED:**

DATE ISSUED: _____ **YES:** ☐ **NO:** ☐

RECEIVED

AUG 28 2023

BUSINESS SERVICES

BRYAN INDEPENDENT SCHOOL DISTRICT
PURCHASE AUTHORIZATION REQUEST

In accordance with Policy CH (LOCAL) the following purchase request is being submitted for consideration:

VENDOR: RaaWee K-12 Solutions

FUNDING AMOUNT: $47,450

ADDRESS: 1309 W 15th Street, Suite 110

FUNDING SOURCE: ESSER

CITY, STATE ZIP: Plano, Texas 75075

DATE REQUIRED: August 2023

PURCHASING/BID METHOD:

DESCRIPTION:
License Renewal for 2023-24 School Year

JUSTIFICATION:
License Renewal to include Attendance (Truancy and Dropout Prevention), e-sign for attendance contracts, pro-actively engaging students and families with attendance challenge, automatic meeting reminders to parent to parent conferences, message center, monthly attendance summary to administrators, enhanced ADA target tracking

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EFFECT ON FUTURE BUDGET YEAR:

REQUESTED BY:
Brian Merrell/Cody Satterfield

DATE:
August 2023

KEVIN BEESAW, ASSIST SUPT OF BUS SERV **APPROVED:** ☑ **DENIED:** ☐

GINGER CARRABINE, SUPERINTENDENT **APPROVED:** ☑ **DENIED:** ☐

DATE OF BOARD MEETING: **APPROVED:** ☐ **DENIED:** ☐

BUSINESS OFFICE USE ONLY:

FORM 1295 REC'D: **YES:** ☐ **NO:** ☐

PURCHASE ORDER NO: _____ **BUDGET TRANSFER REQUIRED:**

DATE ISSUED: _____ **YES:** ☐ **NO:** ☐

Req #139856

Bryan Independent School District
Requisition

Date: 8-7-23

To be ordered from:
RaaWee K12 Solutions
1309 West 15th St., Suite 110
Plano, TX 75075
PH. 972-782-4287
hello@raaweek12.com

Bill to: Bryan ISD
801 Ennis
Bryan, TX 77803

Requested By: Barbara Ybarra
For : Barbara Ybarra
Deliver To: Patricia Ortega

QUANTITY	UNIT PRICE	DESCRIPTION	TOTAL PRICE
1	47,450.00	License Renewal fee 2023-2024 Project Scope: Bryan Independent School District agrees to renew license for use for RaaWee K12 Attendance+ (also known as Truancy & Dropout Prevention System (TDPS)) deployed at Bryan ISD for the SY 2023-2024. FREE UPGRADES: - Upgraded e-Sign for Attendance Contracts - Pro-actively engaging students and families with Attendance Challenge in the SY 22-23 - Automatic Meeting Reminders to parents for Parent Conferences - Message Center - Monthly Attendance Summary to Administrators - Enhanced ADA Target Tracking	47,450.00
		Total Amount	**$47,450.00**

ESSER

Charge to Budget Expense Code: ~~Title I~~ 3821 11999 990U

Requested by: Barbara Ybarra

639973

Approved: Kevin Beesaw

8.10.23

RaaWee
K12 SOLUTIONS

Confidential

License Renewal Contract

Date Prepared: 05/15/2023	Project Name: **RaaWee K12 Attendance+** Truancy & Dropout Prevention System (TDPS)
Client Name: Bryan Independent School District	Executive Contact & Title: Dr. Brian Merrell– Executive Director of School Leadership
RaaWee Account Manager: Saleem Qazi	Project Managers: BISD Team Lead: Ms. Cody Satterfield RaaWee Team Lead: Mr. Farrukh S. Moin

Project Scope:

Bryan Independent School District agrees to renew license for use for RaaWee K12 Attendance+ (also known as Truancy & Dropout Prevention System (TDPS)) deployed at Bryan ISD for the SY 2023-2024.

FREE UPGRADES:

- Upgraded e-Sign for Attendance Contracts
- Pro-actively engaging students and families with Attendance Challenge in the SY 22-23
- Automatic Meeting Reminders to parents for Parent Conferences
- Message Center
- Monthly Attendance Summary to Administrators
- Enhanced ADA Target Tracking

License Fee:

License Renewal Fee
Fee for the school year 2023-2024: $47,450

Payment Schedule:

Terms: Payment Due before September 15th, 2023: 100%

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Non-Disclosure & Intellectual Property

Bryan ISD acknowledges that RaaWee owns the software being licensed under this contract to be used by the ISD. This is a proprietary intellectual property of RaaWee that it is provided and customized for Services to District. RaaWee shall own and retain all intellectual property rights in any and all reports, statistics, and other works of authorship, products or processes produced in the performance of Services or provision of Software hereunder.

The license granted to Bryan ISD in this Contract are subject to the following: (i) District shall not license, transfer, assign, demonstrate, host, disclose RaaWee Materials provided to the BISD to any third party other than an authorized user; (ii) District shall not modify, make derivative works of, disassemble, reverse compile, or reverse engineer any part of the Software or RaaWee Materials or access the RaaWee Software or Materials in order to build a similar or competitive product, software or service; (iii) except as expressly stated herein, no part of the RaaWee Software or Materials may be copied, reproduced, distributed, republished, downloaded, displayed, posted or transmitted in any form or by any means (including but not limited to electronic, mechanical, photocopying, recording, or other means); (iv) BISD shall not disclose any review of the RaaWee Software (including but not limited to the results of any performance tests) to any third party without RaaWee's prior written approval; (v) District agrees to make every reasonable effort to prevent unauthorized third parties from accessing the RaaWee Software; and (vi) BISD acknowledges and agrees that RaaWee or its third-party providers shall own all right, title and interest in and to all intellectual property rights (including all derivatives or improvements thereof) in the RaaWee Software and Materials and any suggestions, enhancement requests, feedback, recommendations or other information provided by District or any other party relating to the RaaWee Software or other Materials related to RaaWee Software.

Reviewed & Accepted By:

Bryan ISD Authorized Signature:_____ Date:_____

Name & Title:_____

District's Business Address:_____

RaaWee's Authorized Signature: Saleem Qazi Date: 07/17/23

Name: Saleem Qazi, CEO

GENERAL SPECIAL FUNDS
CHECKS OVER $3000
AUGUST 2023

Check No	Vend Name	Run Date	Amount	Description	Brd
605265	ACCELERATE LEARNING INC	08/03/23	8,829.00	Sadberry ELA Grade 5 and 6 Curriculum Kits - formerly known as STEMscopes	
605273	AMAZON CAPITAL SERVICES INC	08/03/23	26,224.18	Districtwide: Office and Instruction Supplies	
605278	ATMOS ENERGY	08/03/23	6,271.02	Districtwide: Monthly Gas Charges	
605280	AUTISM & BEHAVIORAL TECHNOLOGIES	08/03/23	6,975.00	Sp Ed Contract Student Services	
605286	C.C. CREATIONS, LTD	08/03/23	7,966.00	Staff and Student Shirts for Administration, Mitchell, RHS, DAEP, MCHS, and Fannin	
605291	CITY OF BRYAN	08/03/23	30,181.57	Health Center Monthly Charge	
605294	COLLEGE BOARD	08/03/23	78,878.00	BHS and RHS May 1-12 AP and Capstone Exams (district pays a portion, TEA pays a portion, family pays a portion)	
605297	CPR CELL PHONE REPAIR - CS	08/03/23	5,015.00	Districtwide: Chromebook and iPad Repairs	
605298	CR TEXAS LLC DBA KD TIMMONS	08/03/23	3,013.54	Transportation: Fluids	
605301	DEER OAKS EAP SERVICES	08/03/23	3,058.02	Monthly EAP Services Charges	
605303	DELL MARKETING L.P.	08/03/23	34,431.16	Classroom Computers and Monitors for BCHS (9 total), PowerEdge R650 Rack Server (2 total), Laptop, Dock Station, and 2 Monitors for Richardson, Dell Laptop for MC Harris, Chromebooks for Kemp (7 total)	
605309	EDUCATION SERV CENTER REGION IV	08/03/23	22,500.00	Reading By Design Certification Training Program (8 Staff) - Dylexia Certification Program	
605310	EDUCATION SERV CENTER REGION VI	08/03/23	4,887.50	Transportation Employee Certifications, BHS TTESS Training, Annual Title 1/ESSA Annual Contract Fee Services	
605318	FIKES WHOLESALE INC	08/03/23	42,239.85	Transportation: Fuel	
605322	FOLLETT SCHOOL SOLUTIONS LLC	08/03/23	6,063.64	Districtwide: Library Books	
605338	JOHNSON SUPPLY	08/03/23	8,199.59	Wall Mount HVAC Unit for Henderson Portable, HVAC Refrigerant, Misc. HVAC Parts and Supplies	
605339	JOURNEY HOUSE TRAVEL INC	08/03/23	5,174.54	Hotel Reservations for BHS Staff Summer Professional Training, GearUp Annual Conference in San Francisco for 9 Staff	
605348	LEGENDS EVENT CENTER	08/03/23	3,000.00	Culture and Climate Training Facility Rental 7/31 and 8/1	
605362	PENSKE TRUCK LEASING CO.	08/03/23	7,402.70	Truck Rental for Technology, Maintenance, and Library Services	
605365	PRESTWICK HOUSE	08/03/23	10,043.76	Complete Classroom Libraries for BHS, RHS, SFA, Long, Rayburn, and Davila	
605367	QHF SPORTS -QUALITY HARDWOOD FLOORS	08/03/23	33,150.00	Gym Floor Refinish at Davila, Kemp, Long, Rayburn, and RHS	
605369	RENAISSANCE LEARNING, INC.	08/03/23	9,192.10	Bonham and Ross Accelerated Learning Software Program	
605370	RIDLEY'S VACUUM & JANITORIAL SUPPLY	08/03/23	10,032.48	CDC Custodial Warehouse Stock	
605372	ROCKIT CONSULTING LLC	08/03/23	8,425.34	Cisco Phone Security Annual Licenses, 550 total	
605377	SKYLINE COMMUNICATIONS	08/03/23	3,220.00	Handheld Radios for Jones, 10 total	
605386	TCASE SERVICES BY DESIGN	08/03/23	3,000.00	Special Programs Consulting Services In Person on July 20, Virtual PLC Sessions	
605392	TRANE U S INC	08/03/23	12,119.44	Houston HVAC Repairs, Misc. HVAC Parts and Supplies	
605397	WEAVER AND TIDWELL LLP	08/03/23	15,460.23	Annual Financial Audit, 1st Installation (Board Meeting Date - 04/03/23)	X
605401	XEROX BUSINESS SOLUTIONS SOUTHWEST	08/03/23	4,931.75	Districtwide: Monthly Copier Lease	
605409	XEROX CORPORATION	08/03/23	25,834.72	Districtwide: Monthly Copier Lease	
605261	RENAISSANCE LEARNING, INC.	08/03/23	9,298.15	Henderson and Jones Accelerated Reader Software Program, Data Integration with Maintenance and 90 Minutes of Remotes Services -	
605262	SOUTHERN COMPUTER WAREHOUSE	08/03/23	19,209.60	Lenovo LanSchool Classroom Engagement and Management Annual Subscription for BHS, RHS, BCHS, MC Harris, SFA, Long, Rayburn, Davila, and Sadberry	
605423	ACCELERATE LEARNING INC	08/10/23	20,719.25	Davila and SFA Texas Math Grades 7 and 8 Online Curriculum Resources - formerly known as STEMscopes	

605427	AMAZON CAPITAL SERVICES INC	08/10/23	12,140.54	Districtwide: Office and Instruction Supplies	
605430	APPLE COMPUTER,INC.	08/10/23	67,584.95	Advanced Academics 13" MacBook Air Student Computers with Applecare Coverage (46) for Kemp, Bonham, Crockett, Fannin, Henderson, Johnson, Ross, Houston, Navarro, Branch, Jones, Bowen, and Mitchell; Staff 5-year replacement laptop (1), Computer Repair Parts (22), and charging cables (2)	
605434	AVANT ASSESSMENT LLC	08/10/23	48,110.00	Avant Stamp 25 Listening and Speaking Annual Subscription for BHS, RHS, Davila, SFA, and BCHS (World Langauges)	
605438	BAKER DISTRIBUTING CO	08/10/23	4,857.02	3 Ton Wall Unit HVAC Unit for BHS Portable	
605439	BEST BUY FOR GOVERNMENT AND	08/10/23	4,399.96	Samsung 49" Curved Dual Monitors, 4 total	
605445	BRYAN TEXAS UTILITIES	08/10/23	309,064.34	Districtwide: Monthly Electricity and Water	
605446	BURMAX COMPANY INC	08/10/23	6,667.99	Cosmetology Materials and Supplies	
605447	C.C. CREATIONS, LTD	08/10/23	8,540.75	Shirts for Student Ambassadors, Long, Kemp, SFA, and Rayburn (Staff and Students)	
605448	CARD INTEGRATORS DBA CI SOLUTIONS	08/10/23	5,494.00	Annual ID Card System Service Agreement for BCHS and Sadberry, Implementation Fee, Preprinted Vinyl Cards, and Ink Ribbon	
605452	CELESTIAL DISPLAYS LLC	08/10/23	3,800.00	Community Wide Pep Rally Fireworks, 08/04/23	
605460	CITY OF BRYAN	08/10/23	7,845.41	SRO Summer Training and Professional Training	
605461	CITY OF BRYAN	08/10/23	232,553.58	4th Quarter SRO Payment (Board Meeting Date - 07/18/22)	X
605473	DOCUNAV SOLUTIONS	08/10/23	10,760.00	Human Resources Onboarding Annual Subscription	
605484	FERGUSON ENTERPRISES	08/10/23	3,080.51	Maintenance Plumbing Parts and Supplies	
605485	FOLLETT SCHOOL SOLUTIONS LLC	08/10/23	6,445.62	Henderson Library Books	
605487	GENESIS II INC	08/10/23	4,494.00	CDC Warehouse Custodial Stock	
605500	HOUGHTON-MIFFLIN HARCOURT	08/10/23	10,437.68	Read 180 Materials, Grade 5 and 6 for Sadberry	
605506	IMPACT FIRE SERVICES	08/10/23	5,842.00	Fire Extinguishers, 100 total	
605508	INTERNATIONAL BACCALAUREATE	08/10/23	11,685.57	Diploma Annual Fee for BHS	
605514	JOURNEY HOUSE TRAVEL INC	08/10/23	7,224.33	Districtwide: Hotel Reservations for Conferences and Professional Development	
605533	MONOGRAMS & MORE	08/10/23	3,224.00	BHS Staff Shirts, Student Ambassador Shirts, Shirts for Convocations	
605535	MUSIC & ARTS	08/10/23	7,834.00	RHS Band Instrument Repairs and Supplies	
605541	OXFORD UNIVERSITY PRESS, INC.	08/10/23	3,159.60	BHS Biology Textbooks	
605572	TIMECLOCK PLUS, LLC	08/10/23	19,323.36	Annual Software License for Districtwide TimeClock System	
605580	WILTON'S OFFICE WORKS	08/10/23	7,136.28	Furniture for BCHS and Cubicle Walls for Finance	
605414	APPLE COMPUTER,INC.	08/10/23	8,988.00	Campus Library iMac 5-year replacements with Applecare (6)	
605417	STAPLES BUSINESS ADVANTAGE	08/10/23	10,756.37	Storage Bins with Lids for Technology Computer and Cord End of Year Collection, 163 (8 per box) for 1,304 total	
605600	AMAZON CAPITAL SERVICES INC	08/17/23	21,002.66	Districtwide: Office and Instruction Supplies	
605604	B & H PHOTO-VIDEO	08/17/23	4,128.19	CTE Camera and Accessories, Mitchell Wireless Microphone System	
605605	B&B PLUMBING AND CONSTRUCTION INC	08/17/23	7,335.00	Johnson Sewer Line Labor and Materials	
605611	BRYAN BROADCASTING PUBLICATIONS	08/17/23	3,248.00	Radio Broadcasting Marketing, Communications	
605614	BRYAN TEXAS UTILITIES	08/17/23	87,995.29	Districtwide: Monthly Electricity and Water	
605616	C.C. CREATIONS, LTD	08/17/23	6,486.00	Campus Shirts for Sadberry, Fannin, and Hope Crossing	
605628	CITIBANK N.A.	08/17/23	8,761.92	Districtwide: Sam's and Student Meals	
605629	CITY OF BRYAN	08/17/23	30,586.19	Health Center Monthly Charge	
605633	CPR CELL PHONE REPAIR - CS	08/17/23	9,049.97	Districtwide: Chromebook and iPad Repairs	
605635	CURRICULUM ASSOCIATES, INC	08/17/23	32,707.15	Districtwide Sp Ed I-Ready and Toolbox Software Program, Professional Development	
605648	ESS SOUTH CENTRAL LLC	08/17/23	24,291.99	Districtwide: Para and Teacher Substitute Charges (Board Meeting Date - 02/06/23)	X

605652	FERGUSON FACILITIES SUPPLY	08/17/23	12,539.90	CDC Warehouse Custodial Stock	
605653	FIKES WHOLESALE INC	08/17/23	19,719.51	Transportation: Fuel	
605654	FOLLETT SCHOOL SOLUTIONS LLC	08/17/23	13,800.71	Books for Rayburn, Long, WOW Bus, Rudder, Davila, SFA; Library Book Scanners	
605658	GAAS REFRIGERATION INC	08/17/23	7,457.30	Maintenance Ice Machine	
605661	GUARDIAN REPAIR & PARTS	08/17/23	3,040.60	Custodial Supplies and Parts for Vacuums, Extractors, Floor Cleaners	
605662	GULF COAST PAPER CO., INC.	08/17/23	4,595.40	CDC Warehouse Custodial Stock	
605672	HOUGHTON-MIFFLIN HARCOURT	08/17/23	49,074.33	Districtwide Read 180 Hosting and Annual Subscription (Board Meeting Date - 06/20/23)	X
605673	HUNTON DISTRIBUTION (HDG) - PARTS	08/17/23	5,517.02	Fan, Motor, and Sensor HVAC Parts	
605675	INTECH SOUTHWEST SERVICES LLC	08/17/23	6,450.00	Classroom Headphones for Henderson, 430 total	
605676	INTERSTATE BILLING SERVICE INC	08/17/23	10,044.08	Transportation Parts and Supplies	
605682	JOURNEY HOUSE TRAVEL INC	08/17/23	9,675.98	Hotel Accommodations for SFA, School Leadership/Student Ambassadors, Bilingual, BHS, Board of Trustees, RHS	
605685	KYRISH TRUCK CENTER OF BRYAN	08/17/23	3,515.07	Transportation Parts and Supplies	70
605688	LEARNING A -Z, LLC	08/17/23	9,392.00	Sp Ed Districtwide Reading A-Z Classroom Software License Annual Subscription	
605701	MOBYMAX LLC	08/17/23	5,039.00	Sp Ed K-8 Curriculum Software Annual Renewal	
605708	OPTIMUM	08/17/23	4,274.75	Districtwide: July Telephone Services	
605709	OPTIMUM	08/17/23	4,746.32	Districtwide: August Telephone Services	
605715	PRECISION HAIL & COLLISION	08/17/23	5,273.78	Transportation Bus Repairs (Insurance Proceeds)	
605719	PYRAMID SCHOOL PRODUCTS	08/17/23	8,525.46	CDC Warehouse Art and Office Supplies	
605722	RIDLEY'S VACUUM & JANITORIAL SUPPLY	08/17/23	5,298.00	CDC Warehouse Custodial Stock	
605724	SCHOLASTIC INC	08/17/23	7,495.08	Classroom Book Collections for Sadberry, Districtwide Sp Ed Digital Classroom Book Collections	
605726	THE SENSORY PATH INC	08/17/23	3,207.50	Crockett Sensory Classroom Supplies	
605731	SPAWGLASS CONSTRUCTION CORPORATION	08/17/23	22,950.00	Merrill Green Fence Repairs (Insurance Proceeds)	
605732	SPECIALIZED ASSESSMENT & CONSULTING	08/17/23	4,139.10	Districtwide: Sp Ed Contracted Services (Board Meeting Date - 06/20/23)	X
605733	STEPPING STONES GROUP LLC	08/17/23	3,312.00	Districtwide: Sp Ed Contracted Services (Board Meeting Date - 06/20/23)	X
605735	SUMMIT K12 HOLDINGS INC	08/17/23	19,450.40	Jones and Davila Bilingual Accelerated Literacy and Language Development Annual Software	X
605740	TEACHTOWN	08/17/23	45,365.00	BHS and RHS Be Safe Student Software Annual Subscription, Districtwide Sp Ed Encore K-12 Student Annual Software Subscription	
605744	TEXAS COMPTROLLER OF PUBLIC ACCOUNT	08/17/23	208,651.12	SECO (State Energy Conservation Office) Principal and Interest Payment	X
605749	TEXTBOOK WAREHOUSE	08/17/23	10,890.00	BCHS Sociology Textbooks	
605752	TURNITIN LLC	08/17/23	9,637.75	BHS and RHS TurnItIn Classroom Software	
605756	WARDS SCIENCE	08/17/23	50,862.22	Sadberry Science Grade 5 and 6 Classroom Curriculum Supplies	
605761	XEROX FINANCIAL SERVICES	08/17/23	16,055.98	Districtwide: Copier Leases and Overages	
605763	YOUSCIENCE LLC	08/17/23	16,800.00	Career Skills CTE Certification Site Software Licenses for Davila and SFA	
605586	FLIPPEN GROUP, L.L.C.	08/17/23	4,000.00	Capturing Kids Hearts Premium Annual Fee for Crockett	
605587	PACIFIC NORTHWEST PUBLISHING DBA	08/17/23	47,835.14	Safe and Civil Schools Training, Travel, and Materials (Board Meeting Date - 03/06/23)	X
605588	TURNITIN LLC	08/17/23	3,232.00	BCHS TurnItIn Classroom Software	
605590	RIVERSIDE INSIGHTS	08/17/23	9,655.80	Bateria-IV Complete with Carrying Case and Battery (Evaluate Learning Disabilities Assessment), 3 total	
605795	BRAZOS CENTRAL APPRAISAL DISTRICT	08/17/23	282,426.50	4th Quarter Cost Share	
605796	JOURNEY HOUSE TRAVEL INC	08/18/23	4,072.73	Travel and Hotel for SFA Staff Conference	
605797	JOURNEY HOUSE TRAVEL INC	08/18/23	18,868.36	Hotel Reservations for Conferences and Professional Development for School Leadership/Student Ambassadors, Davila, BHS, Sp Ed, Communications	
605799	FRONTLINE EDUCATION	08/18/23	56,614.47	Sp Ed Annual IEP eStar Assessment Software Subscription (Board Meeting Date - 06/20/23)	X

605803	JOURNEY HOUSE TRAVEL INC	08/18/23	77,049.33	Hotel Reservations and Parking for SFA and Davila TSA Kentucky Conference (18 rooms for 7 staff and 34 students), BHS FFA Convention (4 rooms for 4 staff and 11 students), Rudder FFA Wildlife Convention (3 rooms for 1 staff and 4 students), RHS, BHS, Davila and BCHS AVID Conference (33 staff), Sp Ed TCase Conference (3 staff), Sp Ed TAVAC Conference (6 staff)	
605865	ACCELERATE LEARNING INC	08/28/23	9,369.00	Grades K-4 Texas Hands On Kit Curriculum and Materials, Bonham	
605881	AMAZON CAPITAL SERVICES INC	08/28/23	36,697.09	Districtwide: Office and Instruction Supplies	
605886	APPLE COMPUTER,INC.	08/28/23	41,380.50	5-year Replacement Staff Macbooks for Mitchell (1), C&I (4), SpEd (28); iMacs for Libraries at BHS, SFA, Long, Rayburn, Sadberry, Ross, Navarro, Jones, Neal and Mitchell; Apple Computer Repairs (6) for MCH, Branch, BHS; Charging Cables	
605887	ATMOS ENERGY	08/28/23	6,137.71	Districtwide: Monthly Gas Charges	
605892	BLICK ART MATERIALS LLC	08/28/23	3,196.14	Sadberry Art Room Supplies	
605894	BRAIN POP, LLC	08/28/23	5,049.00	BHS and RHS Annual Software Subscription	
605905	C.C. CREATIONS, LTD	08/28/23	3,675.50	Campus and Department Shirts, Ross Wristbands, Jones Pencils	71
605906	CARD INTEGRATORS DBA CI SOLUTIONS	08/28/23	4,285.00	Technology Warehouse ID Cards and Ribbon	
605908	CHALK'S TRUCK PARTS, INC.	08/28/23	6,061.52	Transportation Parts and Supplies	
605910	COAST TO COAST COMPUTER PRODUCTS	08/28/23	6,736.52	Districtwide: Printer Toner	
605913	COLLEGE BOARD	08/28/23	3,000.00	Pre-AP Algebra 2 Testing Materials for RHS and BHS	
605914	COLLEGE BOARD	08/28/23	4,150.00	AP Research, Training, and Professional Development	
605916	COLLEGE STATION AUTO PARTS	08/28/23	4,452.28	Transportation and Maintenance Parts and Supplies	
605918	CONCORD THEATRICALS CORPORATION	08/28/23	7,681.54	BHS Music and Materials	
605920	CPR CELL PHONE REPAIR - CS	08/28/23	12,080.00	Districtwide: Chromebook and iPad Repairs	
605927	DELL MARKETING L.P.	08/28/23	11,363.35	Admin Laptops for Sp Ed (12 total), Monitors (3), Dual Port Adaptors (6)	
605932	EAGLE GROUP OUTFITERS	08/28/23	11,141.48	Maintenance and Custodial Uniforms	
605936	EDUCATION SERV CENTER REGION VI	08/28/23	16,051.00	TTESS and AEL AP Training, CTE NCCER Instructor Certifications, AP Instructional Leadership Contract Renewal	
605940	ESS SOUTH CENTRAL LLC	08/28/23	48,248.58	Districtwide: Para and Teacher Substitute Charges (Board Meeting Date - 02/06/23)	X
605945	FERGUSON ENTERPRISES	08/28/23	4,977.26	Maintenance Plumbing Parts and Supplies	
605946	FIKES WHOLESALE INC	08/28/23	44,953.38	Transportation Fuel	
605948	FOLLETT CONTENT SOLUTIONS LLC	08/28/23	6,696.00	BCHS Cultural Anthropology Curriculum and Materials	
605950	FRANK'S ELEC MOTORS & PUMPS, LLC	08/28/23	3,370.28	RHS HVAC Motor; Maintenance Parts and Supplies	
605956	GRAINGER	08/28/23	3,141.00	Water Fountain for SFA Girls Gym; Maintenance Misc Parts and Supplies	
605961	H E B	08/28/23	5,518.22	Water for ASC; Misc. Supplies for Professional Development, Classroom, and Office	
605972	IMPACT FIRE SERVICES	08/28/23	18,125.50	Districtwide Fire Suppression System Inspections	
605973	INDECO SALES INC	08/28/23	4,876.33	Desks for BCHS; Desktops for Davila	
605974	INTECH SOUTHWEST SERVICES LLC	08/28/23	6,810.50	Headphones for Mitchell (252 total), Specialty Laptop Cases, LearnFit Sit Stand Podium Desk (3)	
605976	INTERSTATE BILLING SERVICE INC	08/28/23	9,072.39	Transportation Parts and Supplies	
605984	JOHNSON SUPPLY	08/28/23	4,717.37	HVAC Parts and Supplies	
605986	JOURNEY HOUSE TRAVEL INC	08/28/23	10,832.65	Hotel Accommodations for CTE BHS, Davila, and RHS TIVA Conference; Communications	
605995	LAKESHORE LEARNING MATERIALS LLC	08/28/23	6,166.10	Kemp and Jones Sp Ed Classroom Supplies	
606005	LOWE'S HOME CENTERS LLC	08/28/23	5,038.17	Maintenance Parts and Supplies	
606008	MCGRAW-HILL SCHOOL	08/28/23	17,986.46	BCHS Textbooks	
606013	MONOGRAMS & MORE	08/28/23	3,278.04	BHS Fish Camp Shirts; Maintenance Caps	
606015	MUSIC & ARTS	08/28/23	13,829.97	BHS, SFA, Long, Davila Band Equipment Repairs	

606017	N2Y LLC	08/28/23	8,524.45	Sp Ed SymbolStix Annual Software Renewal	
606020	NATIONAL RECRUITING CONSULTANTS	08/28/23	9,672.50	Sp Ed Contract Student Services (Board Meeting Date - 07/12/23)	X
606021	NATIONAL RESTAURANT ASSOC SOLUTIONS	08/28/23	4,500.00	SERV Safe Texas Food Handlers Online Course for RHS and BHS, 300 total	
606023	NEWMAN PRINTING CO INC	08/28/23	5,160.00	Essential 8 Yard Signs and Stakes, 1200 total	
606025	OFFICE DEPOT, INC	08/28/23	25,650.31	Districtwide: Student, Campus, and Office Supplies	
606026	OMEGA FURNITURE & DESIGN SOLUTIONS	08/28/23	26,217.50	Furniture Warehouse Stock (Student Chairs - 100 and Desks - 150)	
606028	PANORAMA EDUCATION INC	08/28/23	7,000.00	Sp Ed Panorama Student Surveys and SEL Platform; Professional Development	
606031	PENSKE TRUCK LEASING CO.	08/28/23	3,496.80	Truck Rental for Technology, Maintenance, and Library Services	
606055	SKYLINE COMMUNICATIONS	08/28/23	7,823.50	Campus Radios for BCHS, Bonham, Navarro, and Branch	
606058	SOUTHERN TIRE MART	08/28/23	3,302.68	Transportation Bus Tires	
606059	SPECIALIZED ASSESSMENT & CONSULTING	08/28/23	7,634.34	Sp Ed Contract Student Services	X
606061	STAPLES BUSINESS ADVANTAGE	08/28/23	5,238.17	CDC Warehouse Office Supplies	
606064	STEPPING STONES GROUP LLC	08/28/23	10,955.00	Sp Ed Contract Student Services	X
606068	T K SALES	08/28/23	24,690.00	CDC Warehouse Custodial Stock	
606077	TEXAS POLITICAL SUBDIVISIONS	08/28/23	14,555.00	July Deductible Billing	X
606086	UNIFORM & DRUM CARTS	08/28/23	3,300.00	Uniform Carts for RHS Band	
606087	UNIPAK CORPORATION	08/28/23	17,050.00	CDC Warehouse Custodial Stock	
606090	VALLEY SPEECH LANGUAGE & LRN CTR	08/28/23	7,536.00	Dyslexia Professional Development and Materials	
606092	SANTOSH VEMULA	08/28/23	6,189.50	Video Services	
606095	VOYAGER SOPRIS LEARNING	08/28/23	13,684.00	Read Well Materials for BHS, RHS, SFA, Long, Rayburn, Davila, and Sadberry	
606096	WALSH GALLEGOS TREVINO KYLE	08/28/23	5,726.19	Legal Services, Personnel and/or Student Matters	X
606103	XEROX BUSINESS SOLUTIONS SOUTHWEST	08/28/23	11,092.85	Districtwide: Copier Leases and Overages	
606111	XEROX CORPORATION	08/28/23	25,172.06	Districtwide: Copier Leases and Overages	
606113	XEROX FINANCIAL SERVICES	08/28/23	9,858.01	Districtwide: Copier Leases and Overages	
605807	COLLEGE BOARD	08/28/23	5,736.50	BCHS PreAP Algebra I, Chemistry, Geometry, Biology, World History, and Algebra 2 Student Resources	
605808	DBQ PROJECT	08/28/23	12,000.00	DBQ Software Annual License for BHS, RHS, BCHS, MC Harris, SFA, Long, Rayburn, Davila, and Sadberry	
605809	JOURNEY HOUSE TRAVEL INC	08/28/23	7,107.95	Hotel Accommodations for Rayburn AVID Conference (8 rooms)	
605811	NWEA	08/28/23	227,852.50	Districtwide Map Growth K-12 Annual Software Renewal (Board Meeting Date - 06/20/23)	X
605812	PACIFIC NORTHWEST PUBLISHING DBA	08/28/23	6,000.00	Safe and Civil Schools Training, Travel, and Materials (Board Meeting Date - 03/06/23)	X

Disp Fund: 181 ATHLETIC

Check No	Vend Name	Run Date	Amount	Description	Brd
605233	2W INTERNATIONAL LLC	08/03/23	3,000.00	Athletic Character Development Curriculum	
605236	BSN SPORTS LLC	08/03/23	3,162.36	SFA Tennis, Volleyball, Track, and Basketball Supplies and Equipment	
605240	GAME ONE	08/03/23	3,336.00	BHS Football Crash Pads, Trainer Uniforms	
605250	VARSITY SPIRIT FASHIONS & SUPPLIES	08/03/23	4,638.00	Rudder Cheer Practice Uniforms	
605767	BSN SPORTS LLC	08/17/23	5,017.73	Davila and BHS Football Supplies and Equipment	
605774	JOURNEY HOUSE TRAVEL INC	08/17/23	4,833.08	Hotel Accommodations for BHS Coaches Conference (10 staff), Trainer SWATA Conference (3 staff)	
605804	JOURNEY HOUSE TRAVEL INC	08/18/23	5,651.70	Hotel Accommodations for RHS THSCA Conference (15 staff)	
605829	HELLAS CONSTRUCTION, INC.	08/28/23	5,200.00	SFA Track Repair	
605837	MCKENNA CONTRACTING INC	08/28/23	7,125.00	Basketball/Tennis/MP Court Resurfacing at BHS (Split Cost with City of Bryan)	

Disp Fund: 240 FOOD SERVICE					
Check No	**Vend Name**	**Run Date**	**Amount**	**Description**	**Brd**
36378	BAKER DISTRIBUTING CO	07/31/23	3,473.72	Kemp Refrigerator Compressor, Misc. Parts for Davila, Kemp, Henderson, Branch, Bowen, and Neal Ice Machines, Freezers, and Coolers	
36382	HEART OF TEXAS PIZZA, LP	07/31/23	4,176.00	Districtwide: Pizza	
36389	SOUTHWASTE DISPOSAL LLC	07/31/23	8,826.63	Districtwide: Grease Trap Pumping and Cleanout	
36391	TEKVISIONS INC	07/31/23	4,325.00	Cafeteria Bar Code Scanners, 14 total	
V1001678	LABATT FOOD SERVICE	07/31/23	17,864.23	Districtwide: Food and Supplies	
36398	EAGLE GROUP OUTFITERS	08/16/23	3,755.60	Uniforms	
36411	SCARMARDO PRODUCE CO	08/16/23	6,856.59	Districtwide: Produce	
36418	BAKER DISTRIBUTING CO	08/24/23	3,195.83	Misc. Parts for BHS, Kemp, Crockett, Ross, and Neal Ice Machines, Freezers, and Coolers	
36420	GRAINGER	08/24/23	3,748.62	Water Filter Replacements for BHS, RHS, and Johnson	
36424	HILAND DAIRY FOODS COMPANY INC	08/24/23	59,613.72	Districtwide: Milk	
36431	SCARMARDO PRODUCE CO	08/24/23	13,581.82	Districtwide: Produce	
36434	WEST REPAIR SERVICE	08/24/23	4,436.32	Refrigerated Box Truck Repairs	
V1001684	LABATT FOOD SERVICE	08/22/23	78,910.81	Districtwide: Food and Supplies	
V1001687	LABATT FOOD SERVICE	08/22/23	155,399.93	Districtwide: Food and Supplies	
V1001691	LABATT FOOD SERVICE	08/22/23	131,109.53	Districtwide: Food and Supplies	
Disp Fund: 462 INTERMEDIATE/MIDDLE SCHOOL CAMPUS ACTIVITY					
Check No	**Vend Name**	**Run Date**	**Amount**	**Description**	**Brd**
12470	DELL MARKETING L.P.	08/08/23	4,907.28	ID Machine Computers and Monitors for SFA, Long, Rayburn and Davila	
12471	AMAZON CAPITAL SERVICES INC	08/17/23	3,142.11	Lanyards for SFA, Davila, Long and Rayburn	
12473	C.C. CREATIONS, LTD	08/17/23	4,586.25	Davila Girls Athletic Uniforms	
12479	CARD INTEGRATORS DBA CI SOLUTIONS	08/18/23	12,044.00	Annual ID Card System Service Agreement, Implementation Fee, PrePrinted Vinyl Cards, and Ink Ribbon	
Disp Fund: 463 BRYAN HIGH SCHOOL CAMPUS ACTIVITY					
Check No	**Vend Name**	**Run Date**	**Amount**	**Description**	**Brd**
7201	CARD INTEGRATORS DBA CI SOLUTIONS	08/10/23	3,011.00	Annual ID Card System Service Agreement, Implementation Fee, PrePrinted Vinyl Cards, and Ink Ribbon	
7229	TAYLOR PUBLISHING COMPANY	08/28/23	12,050.26	2022 - 2023 Yearbooks	
Disp Fund: 464 RUDDER HIGH SCHOOL CAMPUS ACTIVITY					
Check No	**Vend Name**	**Run Date**	**Amount**	**Description**	**Brd**
7246	C.C. CREATIONS, LTD	08/08/23	5,795.25	RHS Student Shirts, Rangerette Door Wraps	
7247	DANZGEAR LLC	08/08/23	6,867.55	Rangerette Practice Attire	
7263	GOLD MEDAL SQUARED WEST INC	08/17/23	8,961.00	RHS Volleyball Camp Fees	
7268	NEARPOD INC	08/17/23	8,140.00	RHS Nearpod Interactive Lessons, Videos, Assessments, and Activities Annual Subscription	
7270	VARSITY SPIRIT FASHIONS & SUPPLIES	08/17/23	5,180.00	RHS Colorguard and Band Attire	
7272	CARD INTEGRATORS DBA CI SOLUTIONS	08/18/23	3,011.00	Annual ID Card System Service Agreement, Implementation Fee, PrePrinted Vinyl Cards, and Ink Ribbon	
7286	VARSITY SPIRIT FASHIONS & SUPPLIES	08/28/23	3,713.55	Student Camp Attendance Fee	

Disp Fund: 699 CONSTRUCTION (BOND PROJECTS)					
Check No	**Vend Name**	**Run Date**	**Amount**	**Description**	**Brd**
4677	DELL MARKETING L.P.	08/18/23	12,868.22	Sadberry Computer Equipment	X
4678	DEMCO INC	08/18/23	13,220.21	Sadberry Library Carts, Supplies, Equipment	X
4680	GLOBAL INDUSTRIAL	08/18/23	14,692.83	Sadberry Storage Room Shelving and Liners	X
4681	HAND2MIND INC	08/18/23	5,374.53	Sadberry Classroom Supplies and Equipment	X
4682	INDECO SALES INC	08/18/23	194,928.33	Sadberry Classroom Furniture	X
4683	INTECH SOUTHWEST SERVICES LLC	08/18/23	7,282.50	Sadberry Classroom Ipevo Document Cameras	X
4685	SCHOOL SPECIALTY LLC	08/18/23	16,271.48	Sadberry Art Room Furniture and Equipment	X
4687	WASHINGTON MUSIC SALES CENTER INC	08/18/23	3,034.00	Sadberry Music Room Equipment	X
4688	WILTON'S OFFICE WORKS	08/18/23	10,942.02	Sadberry Classroom and Office Furniture	X
4693	CAMPOS ENGINEERING INC	08/28/23	4,264.00	Testing, Adjusting, and Balancing for Sadberry Construction (Board Meeting Date - 03/2020)	X
4694	DRYMALLA CONSTRUCTION COMPANY LLC	08/28/23	###########	Ruby Haliburton Construction (Board Meeting Date - 11/2020)	X
4695	EMA ENGINEERING & CONSULTING INC	08/28/23	46,000.00	Commissioning Services for Sadberry Construction (Board Meeting Date - 03/2020)	X
4697	HERMANN ALARMS LLC	08/28/23	14,300.00	MC Harris Fire Alarm Replacement	X
4699	INDECO SALES INC	08/28/23	4,141.36	Sadberry Classroom and Office Furniture	X
4700	MCKINSTRY ESSENTION LLC	08/28/23	9,660.00	Commissioning Services for Ruby Haliburton Construction (Board Meeting Date - 11/2020)	X
4701	MOORECO INC	08/28/23	15,402.36	Sadberry Classroom and Office Furniture	X
4702	OMEGA FURNITURE & DESIGN SOLUTIONS	08/28/23	74,377.91	Rudder Classroom Addition Desks (420 total)	X
4703	PBK ARCHITECTS, INC	08/28/23	52,678.19	Architect Services for Roof Repairs at Kemp, Crockett, Fannin, Johnson, SFA, Ross, Mitchell (Board Meeting Date - 11/2022)	X
4704	PLAYGROUND SOLUTIONS OF TEXAS	08/28/23	20,279.17	Sadberry Construction (Board Meeting Date - 03/20/20)	X
4706	STRING AND HORN SHOP INC	08/28/23	15,165.00	Fine Arts Instruments	X
4708	TERRACON CONSULTANTS, INC.	08/28/23	31,600.00	Geotechnical Services for Sadberry Construction (Board Meeting Date - 03/2020)	X
4709	VOGLER SHEET METAL COMPANY INC	08/28/23	381,719.50	Roof Repairs for SFA, Kemp, Ross, and Mitchell (Board Meeting Date - 12/2022)	X
Disp Fund: 711 BISD CONCESSION STAND					
Check No	**Vend Name**	**Run Date**	**Amount**	**Description**	**Brd**
36415	COCA-COLA SOUTHWEST BEVERAGES LLC	08/16/23	3,267.46	Drinks for Concession Stands	
Disp Fund: 784 SELF INSURANCE					
Check No	**Vend Name**	**Run Date**	**Amount**	**Description**	**Brd**
V9000355	SEDGWICK CLAIMS MANAGEMENT SERVICES	08/01/23	3,193.02	Workers Compensation Claims	
V9000357	SEDGWICK CLAIMS MANAGEMENT SERVICES	08/18/23	3,739.90	Workers Compensation Claims	
V9000358	SEDGWICK CLAIMS MANAGEMENT SERVICES	08/25/23	3,603.98	Workers Compensation Claims	

3. Consider Approval of Purchase Over $50,000 for Classlink Single Sign-On Software Renewal
4. Consider Approval of Purchase over $50,000 for Special Education Contract Services
5. Consider Approval of Purchase Over $50,000 for Unemployment Insurance
6. Consider Approval of Board Resolution to Establish Non-Business Days for Public Information Act 76

THE BOARD OF TRUSTEES OF THE
BRYAN INDEPENDENT SCHOOL DISTRICT

Board Resolution to Establish Non-Business Days for Public Information Act

WHEREAS, the District is an independent school district obligated to comply with the Texas Public Information Act (hereinafter "the Act"); and

WHEREAS, the 88th Texas Legislature (2023) authorized the passage of HB 3033, which revised the Act by adding section 552.0031 to the Government Code, defining "business days" for purposes of the Act; and

WHEREAS, Section 552.0031 defines "business day" to mean any day other than a Saturday or Sunday, a national holiday, or a state holiday; and

WHEREAS, Section 552.0031 establishes that a school district board of trustees may designate up to ten additional days per calendar year as nonbusiness days; and

WHEREAS, the Board recognizes that the District's 2023-2024 academic calendar includes non-school days that are not Saturdays, Sundays, or state or national holidays; and

WHEREAS, the Board recognizes that designating additional nonbusiness days will allow school staff to better align with the District's academic calendar when responding to information requests.

Now therefore it be resolved by the Board that:

1. The Board determines that the District will designate the specific dates listed in the attached **Exhibit A** as "nonbusiness days" for purposes of the Public Information Act; and

2. The Board hereby authorizes the Superintendent to undertake additional measures as necessary to effect the implementation of this designation for purposes of the District's response to public information requests.

Adopted by the vote of the majority of members of the Board of Trustees of the Bryan Independent School District present and voting at an open meeting of the Board on the __th day of _____ 2023, at which a quorum was present:

BY: _____ BY: _____

Dr. Julie Harlin, Board President Felicia Benford, Board Secretary

EXHIBIT A – BISD 2023-2024 NONBUSINESS DAYS

State and Federal Holidays*

Monday, September 04 2023
Monday September 25 2023*
Monday, October 09 2023
Friday, November 10 2023
Thursday, November 23 2023
Friday, November 24 2023
Monday, December 25 2023
Tuesday, December 26 2023
Monday, January 01 2024
Monday, January 15 2024
Friday, January 19 2024
Monday, February 19 2024
Friday, March 29 2024*
Monday, May 27 2024
Wednesday, June 19 2024
Thursday, July 04 2024
Thursday, October 19 2023
Friday, October 20 2023
Tuesday, November 21 2023

Additional BISD Designated Non-business Days

Wednesday, November 22 2023
Monday, December 18 2023
Tuesday, December 19 2023
Wednesday, December 20 2023
Thursday, December 21 2023
Friday, December 22 2023
Wednesday, December 27 2023
Wednesday, March 13 2024
Thursday, March 14 2024
Friday, March 15 2024
Friday, July 05 2024

*including state-designated “optional holidays”

THE BOARD OF TRUSTEES OF THE
BRYAN INDEPENDENT SCHOOL DISTRICT

Board Resolution to Establish Non-Business Days for Public Information Act

WHEREAS, the District is an independent school district obligated to comply with the Texas Public Information Act (hereinafter "the Act"); and

WHEREAS, the 88th Texas Legislature (2023) authorized the passage of HB 3033, which revised the Act by adding section 552.0031 to the Government Code, defining "business days" for purposes of the Act; and

WHEREAS, Section 552.0031 defines "business day" to mean any day other than a Saturday or Sunday, a national holiday, or a state holiday; and

WHEREAS, Section 552.0031 establishes that a school district board of trustees may designate up to ten additional days per calendar year as nonbusiness days; and

WHEREAS, the Board recognizes that the District's 2023-2024 academic calendar includes non-school days that are not Saturdays, Sundays, or state or national holidays; and

WHEREAS, the Board recognizes that designating additional nonbusiness days will allow school staff to better align with the District's academic calendar when responding to information requests.

Now therefore it be resolved by the Board that:

1. The Board determines that the District will designate the specific dates listed in the attached **Exhibit A** as "nonbusiness days" for purposes of the Public Information Act; and

2. The Board hereby authorizes the Superintendent to undertake additional measures as necessary to effect the implementation of this designation for purposes of the District's response to public information requests.

Adopted by the vote of the majority of members of the Board of Trustees of the Bryan Independent School District present and voting at an open meeting of the Board on the 25th day of September 2023, at which a quorum was present:

BY: _____
Dr. Julie Harlin, Board President

BY: _____
Felicia Benford, Board Secretary

ITEMS FOR DISCUSSION AND OR ACTION / REGULAR AGENDA

Business Services

1. Discuss and Consider Approval of Group Benefits Risk Pool Plan Design Changes, and Employee Medical Plan Premium Recommendations for 2024

Teaching and Learning

1. Consider Approval of the 2023-2024 District Improvement Plan 81

District Improvement Plan

2023-2024

Vision & Mission

Bryan ISD Vision

Children First. Always.

Bryan ISD Mission

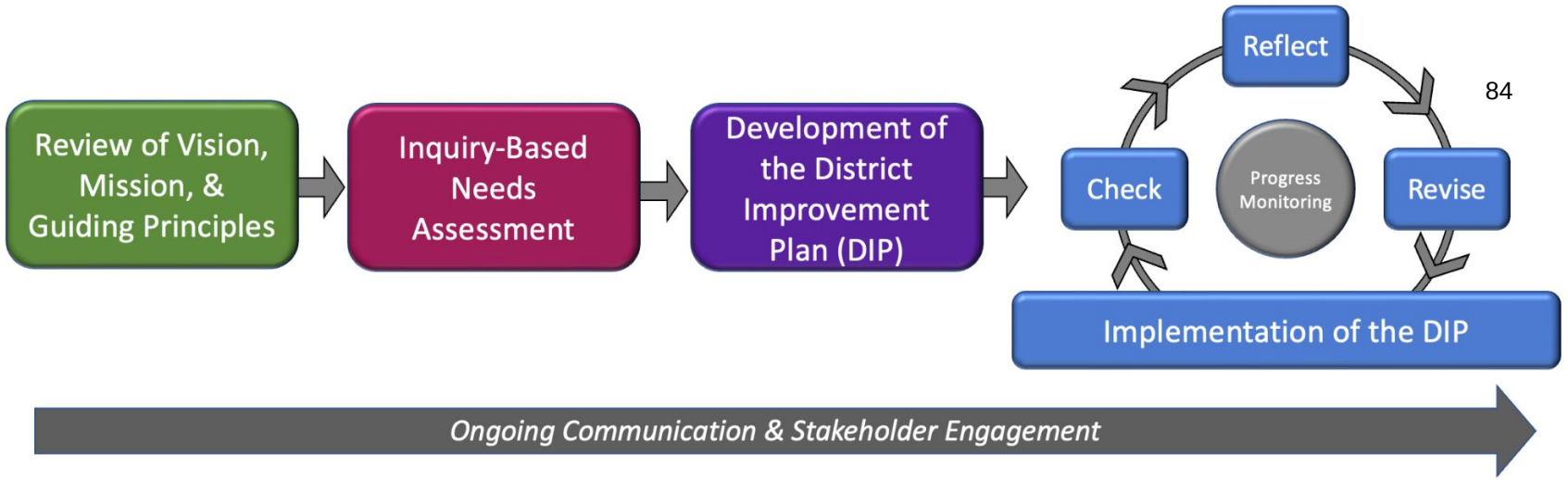
Bryan ISD, through innovation and choice in educational offerings, will provide positive experiences that ensure high school graduation and post-secondary success.

Alignment of Goals



Development of the District Improvement Plan

- District Continuous Improvement Leadership Team (DCILT)
  - Comprehensive Needs Assessment
  - Development of District Improvement Plan
  - Monthly review of District Improvement Plan, Board Goals, and Associated Action Plans
- District Educational Improvement Committee (DEIC)
  - District Improvement Plan Review and Feedback
  - Approval: June
  - Ongoing updates



District Improvement Plan Goals

1. Academic
2. Culture, Climate, & Safety
3. Workforce
4. Community Engagement
5. Postsecondary Success



Goals

01	**Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.**	• Academics: ELAR, Math, Science Social Studies, LOTE • Pre-Kindergarten • Supporting All Learners • Bilingual & Migrant Education Services • Special Education Services • Fine Arts Education
02	Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.	• Attendance • Safe & Civil Schools • Cybersecurity • Social-Emotional Learning, Essential Eight • Positive Behavior Interventions & Supports • Student Ambassadors
03	**Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.**	• Professional Learning & Supports • Mentoring Program for New Teachers • Teacher Retention • Safe & Civil Schools
04	**Actively partner with students, families, staff and the community to promote collaborative stakeholder engagement to achieve the district's vision.**	• Partnerships: Higher Education, Faith-Based, Parent Advisory, Superintendent Advisory • Community Engagement • Parent Engagement • University Partnerships
05	**Ensure all students are positioned for postsecondary success.**	• Career & Technical Education • Graduation • College, Career, & Military Readiness • College Bridge

Questions?

Bryan Independent School District

District Improvement Plan

2023-2024

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Mission Statement

Bryan ISD, through innovation and choice in educational offerings, will provide positive experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

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Guiding Principles

- We commit to serving the minds and hearts of our children, families, staff, and community by modeling the Essential 8.
  - Kindness
  - Tolerance
  - Gratitude
  - Philanthropy
  - Work Ethic
  - Optimism
  - Courage
  - Leadership
- We provide a safe and inclusive environment so that every member of the school community can thrive.
- We lead by developing relationships built on trust and by instilling pride in our staff and students.
- We measure our success by the way we educate and celebrate the whole child.
- We value the diversity and unique gifts represented throughout our school community.
- We model servant leadership with integrity, service, and commitment.

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- Goal 2: Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities. 44
- Goal 3: Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning. 54
- Goal 4: Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision. 60
- Goal 5: Ensure all students are equipped with the necessary tools for postsecondary success. 65

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bryan ISD is located in the center of Brazos County. The median household income for Bryan, TX is $46,813 with 23.2% of the people living in poverty (Census Bureau, 2020.)

The district currently serves 16,036 students (as of January 2023) in grades EE through 12. Enrollment is stable as compared to the prior year. Of the 16,036 students, 60% are Hispanic, 19% are White, 17% are Black/African American, and 4% are other races. Over the past 10 years, the percentage of Hispanic students has increased approximately 13 percentage points while the percentage of White students has decreased by 10 percentage points. Our current Economically Disadvantaged percentage is 77%; up from 73% in 2020. Our Emergent Bilingual (30%) and At-Risk (73%) student groups have both seen an increase of over 7-8 percentage points in the past ten years. Our Special Education student group is up from 7% in 2009-2010 to 16% as of January 2023. Our students identified as Gifted and Talented has remained stable at about 8-9% over the past three years.

Of the 1184 teachers in the district (according to the 2021-2022 TAPR), 65% are White, 25% Hispanic, 8% Black/African American, and 2% other races. In the 2021-22 school year, 8% (same as 2020-2021, but down from 9% in 2019-2020) of the teaching staff were new to the profession, 36% (down from 38%) had 1 to 5 years of experience, 20% (up from 18%) had 6 to 10 years, 22% (unchanged) had 11 to 20 years, and 14% (up from 13%) had more than 20 years of experience.

Bryan ISD has 17 Title I, Part A campuses. Campus eligibility for Title I, Part A is determined by certain measures of poverty established by the USDE. The measure of poverty used by Bryan ISD to establish a campus's low-income percentage is the Community Eligibility Provision, a method of qualifying students for the National School Lunch Program. This measure is used to Identify eligible school attendance areas, determine the ranking of each area, and determine Title I, Part A allocations to campuses.

Demographics Strengths

Demographic changes in the community over the past 15 years has increased the cultural diversity of the families served by BISD.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Bryan ISD teaching workforce is primarily novice, with 44% (down from 51% the 2020 school year) of teachers having 5 or fewer years of teaching experience (Source: 2022 TAPR Report).

Student Learning

Student Learning Summary

Subject results from the 2022 and 2023 STAAR assessments are below. Due to the changes in the STAAR test in 2023, caution should be used when comparing results.

2023 STAAR Performance			
	Approaches	Meets	Masters
3rd Math	72%	41%	15%
3rd Reading	71%	41%	14 %
4th Math	72%	48%	24%
4th Reading	77%	44%	19%
5th Math	74%	41%	18%
5th Reading	71%	43%	18%
5th Science	62%	31%	13%
6th Math	63%	28%	10%
6th Reading	63%	35%	14%
7th Math	52%	28%	8%
7th Reading	65%	37%	15%
8th Math	47%	14%	1 %
8th Reading	71%	39%	18%
8th Science	63%	35%	10%
8th Social Studies	36%	13%	5%
Algebra	66%	27%	12%
Biology	85%	45%	13%
English I	62%	43%	10%
English II	68%	47%	6%
US History	92%	62%	33%

2022 STAAR Performance			
	Approaches	Meets	Masters
3rd Math	70%	37%	16%
3rd Reading	73%	45%	26%
4th Math	68%	35%	16%
4th Reading	74%	46%	23%
5th Math	62%	40%	22%
5th Reading	67%	39%	23%
5th Science	58%	31%	16%
6th Math	71%	35%	15%
6th Reading	57%	28%	13%
7th Math	28%	5%	1%
7th Reading	66%	38%	24%
8th Math	50%	18%	4%
8th Reading	68%	40%	25%
8th Science	63%	31%	14%
8th Social Studies	38%	17%	9%
Algebra	61%	32%	18%
Biology	77%	47%	13%
English I	53%	37%	6%
English II	61%	46%	5%
US History	88%	64%	36%

Bryan ISD administered students in grades K-12 the NWEA MAP Growth assessment during the 2022-2023 school year. The table below shows the MAP Growth results for Spring 2023. For most grades and subjects, district scores trended lower than the NWEA national norms set prior to the pandemic.

	Reading		Math		Science	
Grade	MAP	National Norm	MAP	National Norm	MAP	National Norm
K	135	153	138	157	-	-
1	150	171	156	176	-	-
2	165	186	171	189	168	188
3	181	197	184	201	186	196
4	194	205	200	211	196	201
5	203	211	211	219	202	206
6	206	215	212	223	207	208
7	210	218	219	227	211	211
8	211	222	211	230	208	213
9	213	221	227	227	-	213
10	213	224	-	231	-	214
11	216	225	-	233	-	215
12	215	224	-	225	-	

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There continues to be a need for a comprehensive data program to assist with managing data from multiple sources so that the district can effectively monitor student performance and provide differentiated instruction. Additional professional development is needed to ensure all staff are able to effectively gather, analyze, and utilize the data.

Student Learning Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for a comprehensive program to manage student performance data from multiple sources and online testing.

Problem Statement 2: For most grades and subjects, district scores trended lower than the NWEA national norms set prior to the pandemic.

Problem Statement 3 (Prioritized): The Bryan ISD teaching workforce is primarily novice, with 44% (down from 51% the 2020 school year) of teachers having 5 or fewer years of

teaching experience (Source: 2022 TAPR Report).

Problem Statement 4 (Prioritized): Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.

District Processes & Programs

District Processes & Programs Summary

The core curriculum is provided for grades PreK- 12. It is revised annually to ensure that it is maintained and highly effective. Starting in 5th grade, the district provides a differentiated curriculum for Advanced, PreAP, AP, and IB courses. Provision for intervention for tested grade levels has been provided for core content areas. Enrichment is provided for students in all grade levels. At the elementary level, GT services are provided through classroom instruction for clustered students and pull-out classes taught by Advanced Academics Instructional Coaches. At the Intermediate level, advanced academic learners are served through Advanced Courses and the Aspire Academy. Inquire and Odyssey Academies serve grade 6th - 8th students in advanced academics as well as PreAP and advanced courses. The needs of advanced academic learners at the high school level are met through an array of programs including Advanced courses, Pre-AP courses, AP courses, AP Capstone, and International Baccalaureate. Bryan Collegiate is an Early College High School that provides students the opportunity to graduate high school with 60 college credits and/or an associate's degree at no cost to families.

Advancement Via Individual Determination (AVID) is a program used by multiple campuses throughout the district to exemplify organization, high academic expectations, and a college-going culture. At the elementary and intermediate levels, AVID is used with all students schoolwide. At middle and high school AVID is an elective course that serves students in the academic middle as well as supporting the schoolwide culture. 95

The district provides a High-Quality PreK program for eligible and non-eligible students by continuously reflecting on practices, aligning research-based standards, and making improvements based on the needs of children, families, and the community we serve. This high-quality component certifies that the curriculum used in PreK is aligned with the Texas Prekindergarten guidelines.

Bilingual and ESL Programs are offered to qualifying students ensuring sheltered instruction is delivered by trained teachers. The New Arrival Center (NAC) offers a specialized curriculum and sheltered instruction to ensure students receive the instruction and resources to facilitate their language acquisition while meeting the students' academic needs in all content areas. Bilingual Summer Enrichment program for PreK and Kindergarten is offered with a focus on literacy and interventions. AVID Excel is implemented at intermediate and middle schools to support 5+ years emergent bilingual students in 6th-8th grade. The Excel curriculum focuses on language acquisition in reading, writing, speaking, and listening.

The turnover rate for teachers is 18.9%, which is above the State rate of 17.7% (TAPR, 2021-22). Programs to support, retain, and attract teachers as well as recruiting efforts such as job fairs are needed to reduce this rate.

The district continuously engages in Child Find activities to ensure that students with special needs are identified and served in a timely manner according to state and federal timelines. The district strives to engage and include parents as partners in their child's education. Special Education services and supports are provided to qualifying students by trained teachers and staff to ensure that the needs of all students are met utilizing a continuum of services.

Counselors implement guidance lessons, through direct guidance or online, that support the Essential Eight and social-emotional development with a focus on resilience.

Bryan ISD parents and district personnel meet annually in the spring to jointly review and revise our District Improvement Plan. The role of the parents in the process is to provide feedback and recommendations and agree upon the updated District Improvement Plan. In the event the plan is not satisfactory to parents, parent comments will be submitted with the ESSA application to the State. The plan is also shared with parents and the local community on the district website.

District Processes & Programs Strengths

The Curriculum and Instruction Department has developed an aligned curriculum that is available in Schoology for each core subject area to provide clarity for teachers on how to best implement state standards, facilitate learning with rigor using aligned resources, and maximize their instructional time. Sample schedules with a recommended number of minutes are provided as a tool for delivering instruction.

Intentional attention has been given to documenting efforts to meet the needs of at risk students. The program Branching Minds has been implemented as a tool to both document and provide solutions for meeting the intervention needs of students. During the implementation year, campuses were trained on the proper use of the program. Data from the current year's efforts will roll forward and be available for use by the student's receiving teacher. Having this program in place provides ongoing documentation of the intervention process provided for students year to year.

The 2022 four-year graduation rate was 90.3%, down slightly from 91.0% in 2021, but up from 87.1% in 2019 and 89.7% in 2020. We have partnered with Texas A&M University to once again participate in the GEAR-UP program. Our current 8th graders will have the opportunity to visit college campuses and learn skills for success as they progress from 8th grade to college. These students will be tracked for data purposes.

Advanced Academics

The district is participating in the College Board Pre-AP pilot employing the College Board's curriculum and resources for 9th grade Pre-AP classes. The SpringBoard curriculum program has been implemented in Pre-AP Language Arts classes for grades 6-8. Project Lead the Way curriculum has been implemented to meet the needs of students interested in advancing through engineering.

BCHS was recognized in *US News & World Report*. 96

Bilingual/ESL/Migrant

Bilingual and ESL teachers receive targeted professional development selected and developed based on student performance data to help meet the specific needs of Emergent Bilingual students. Through the use of Bilingual Instructional Coaches, teachers receive support in analyzing data, planning, and modeling research-based instructional strategies that promote sheltered instruction and research-based language acquisition practices to ensure linguistic and academic success for all students.

Technology Services

Standardization of instructional technology equipment in every classroom increasing access to quality, flexible instructional online resources.

The transition to Online Assessment has been relatively smooth with students and teachers adjusting to the new format.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Performance gaps between various student groups still exist; including, but not limited to, at-risk and not at-risk learners, economically disadvantaged and non-economically disadvantaged learners, Emergent Bilingual and non-Emergent Bilingual students.

Problem Statement 2 (Prioritized): Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.

Problem Statement 3: Plan for replacing the district wide fiber optic network, and related maintenance contract, needed for the continued use of digital resources, including phone and internet services.

Problem Statement 4: Software purchase to replace enterprise software and student information system needed to increase work efficiencies.

Perceptions

Perceptions Summary

Student Engagement

The percent of students graduating four years after they entered high school has increased since 2014. The Class of 2022 4-year graduation rate was 90.3%, down slightly from 2021, but up from the Class of 2020 rate of 89.7%, Class of 2019 rate of 87.1%, Class of 2018 rate of 86.6% and the Class of 2017 rate of 85.1%. While attendance rates for most sub-populations had remained relatively unchanged at 95.5 (+/- 1) for the 7 years prior to the pandemic, a decrease was seen during the past three years due to COVID. The attendance rate for 2021-2022 was 93.1% (TAPR, 2022).

Staff Engagement

The teacher turnover data as reported on the 2021-2022 TAPR was 18.9%, which is up from 2020-2021 rate of 14.4% but down from an all-time high percentage of 26.4% in the 2013-2014 school year.

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Perceptions Strengths

Community partnerships include:

- TAMU Reading Clinic
- TAMU Mentoring UP
- Texas Child Health Access Through Telemedicine (TCHATT)
- LSSP Interns
- Clinical Teachers
- Research partnerships with various universities
- Year long clinical teacher residency partnerships

The Essential 8 program continues to grow and provide a common focus for the district with regard to character education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher turnover rate remains above the state average of 17.7%.

Priority Problem Statements

Problem Statement 1: The Bryan ISD teaching workforce is primarily novice, with 44% (down from 51% the 2020 school year) of teachers having 5 or fewer years of teaching experience (Source: 2022 TAPR Report).

Root Cause 1:

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: There is a need for a comprehensive program to manage student performance data from multiple sources and online testing.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

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Problem Statement 3: Performance gaps between various student groups still exist; including, but not limited to, at-risk and not at-risk learners, economically disadvantaged and non-economically disadvantaged learners, Emergent Bilingual and non-Emergent Bilingual students.

Root Cause 3:

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.

Root Cause 4:

Problem Statement 4 Areas: Student Learning - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

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Goals

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 1: Increase the percentage of students achieving Meets Grade Level on STAAR ELAR by 3 percentage points in 2024.

Evaluation Data Sources: STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide language arts collaboratives in STAAR-tested grade levels and a K-12 vertical team meeting focusing on alignment to standards and effective teaching strategies. **Strategy's Expected Result/Impact:** Participating teachers will be prepared to plan and deliver aligned Tier 1 lessons which will lead to reduction in the gap between the state and Bryan ISD reading on STAAR performance. **Staff Responsible for Monitoring:** Director of C&I **Results Driven Accountability** **Funding Sources:** District Vertical Team - Title II, A - $2,500, Collaboratives - Title II, A - $5,000, - Title I, A, - State Comp				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide language arts instructional resources, assessment technology, and library resources to support the implementation of effective language arts instructional and assessment strategies. **Strategy's Expected Result/Impact:** Instructional Technology blended learning training and instructional resources allow standards-based and focused small group instruction to occur. Assessment technology provides support for students who need accommodations for testing. Curated library resources increase access to aligned literacy based instructional materials. **Staff Responsible for Monitoring:** Asst. Director of Instructional Technology and Resources, Asst. Director of C&I, ELAR Content Coordinators **Results Driven Accountability** **Funding Sources:** - Local Funds - District, Quill, Newsela, Compass Learning - Title I, A, Quill, Newsela, Compass Learning - State Comp, Additional instructional resources - Title II, A - $35,000, Additional instructional resources - ESSER				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Support language arts instruction by providing professional development, professional learning communities, and instructional coaching determined by campus and/or teacher needs. **Strategy's Expected Result/Impact:** Improvement of instructional skills needed to deliver effective reading and writing instruction. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** Instructional Coach - Title II, A - $167,428, 27 FTE (Instructional coaches) - State Comp, Supplemental PD - Title II, A - $30,000, - Local Funds - District, - ESSER				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Train principals, campus leaders, and teachers on collection and analysis of MAP Growth Reading, MAP Growth Language and MAP Reading Fluency and other data sources to provide appropriate and differentiated literacy instruction. **Strategy's Expected Result/Impact:** Data from state and local assessments will be analyzed and used to guide instructional decisions and responses. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** Eduphoria - Local Funds - District, Eduphoria - Title I, A, - State Comp, Professional Development - Title II, A - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, pregnant/parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Strategy's Expected Result/Impact:** Title 1A services will be efficiently utilized. **Staff Responsible for Monitoring:** Coordinator of ESSA and State Comp Ed. **Funding Sources:** 3 FTE (Homeless Coord, Asst, Options), Kickstart, 3rd Day, NAMI - State Comp, Reserve for students experiencing homelessness - Title I, A, - Title I, C - Migrant, - Title III, A - LEP, - Title I, D, PK Grant - Grant				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Continue to train and calibrate district/campus leaders and conduct instructional rounds and walks focusing on specific instructional practices related to the district's literacy tenets with a focus on academic vocabulary, independent reading, and student engagement in language arts classrooms. **Strategy's Expected Result/Impact:** Improved Tier 1 instruction and increased opportunities for teacher collaboration. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Funding Sources:** - Title I, A, Professional development resources - Title II, A - $500, - State Comp, - ESSER				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Implement best instructional practices for reading/language arts, including learning from the state Reading Academies and blended learning strategies, for all K - 12 ELAR classrooms. **Strategy's Expected Result/Impact:** Students will experience quality instruction through the use of the Reading Academy strategies or blended learning model as indicated by available data. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction Content Coordinator Assistant Director of Instructional Technology **Results Driven Accountability** **Funding Sources:** - Title II, A, technology resources and support - ESSER				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 2: Fifty percent of kindergarten students, 1st grade students and 2nd grade students will show growth from BOY MAP Growth Reading to EOY MAP Growth Reading.

Evaluation Data Sources: MAP Growth Reading Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Support instruction on early literacy by providing professional development and instructional coaching support that is determined by campus and/or teacher needs to achieve campus performance objectives in reading. **Strategy's Expected Result/Impact:** Improvement of instructional skills needed to deliver effective reading instruction. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** - Local Funds - District, Supplemental PD - Title II, A - $2,000, - Title I, A, - State Comp, - ESSER				105

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Train principals, campus leaders, and teachers on collection and analysis of MAP Growth Reading and MAP Reading Fluency and other data sources to provide appropriate and differentiated literacy instruction. **Strategy's Expected Result/Impact:** Data from state and local assessments will be analyzed and used to guide instructional decisions and responses. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** - Local Funds - District, - State Comp, - Title I, A, Professional development materials - Title II, A - $1,424				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, pregnant/parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the language arts instructional program. **Strategy's Expected Result/Impact:** Title 1A services will be efficiently utilized. **Staff Responsible for Monitoring:** Coordinator of ESSA and State Comp Ed. **Results Driven Accountability** **Funding Sources:** - State Comp, - Title I, A, - Title I, C - Migrant, - Title III, A - LEP, - Title I, D, PK Grant - Grant				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue to train and calibrate district/campus leaders and conduct instructional rounds and walks focusing on specific reading instructional practices related to the district's literacy tenets with a focus on academic vocabulary, independent reading and student engagement. **Strategy's Expected Result/Impact:** Improve Tier 1 instruction and increase opportunities for teacher collaboration. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** - Local Funds - District, - Title I, A, Training resources - Title II, A - $500, - State Comp				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide a structured schedule for all K-4 classes to attend biweekly literacy activities in the library with a dedicated time for students to check out a book of their choice. **Strategy's Expected Result/Impact:** A structured library visit schedule will be followed and students will check out library books biweekly. **Staff Responsible for Monitoring:** Library Program Coordinator **Results Driven Accountability** **Funding Sources:** - Local Funds - District, - Title I, A, - Title II, A, - State Comp				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Provide literacy instructional resources for at-risk learners in K-4. **Strategy's Expected Result/Impact:** Resources added to be used in small group instruction such as leveled libraries and word work resources. **Staff Responsible for Monitoring:** Curriculum Coordinator **Results Driven Accountability** **Funding Sources:** - State Comp, Guided reading teaching and planning resources - Title II, A - $12,000, Guided reading teaching and planning resources - ESSER				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 3: Implement and maintain a high-quality PreK program to support student success.

Evaluation Data Sources: Increase at least 3 indicators on the Early Childhood Self-Assessment tool.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: 1) Recruit enrollment of four-year-olds to the district's Early Childhood Program. **Strategy's Expected Result/Impact:** Increase number of students identified that can participate in the PreK Program. Increase development and acquisition of pre-literacy skills. **Staff Responsible for Monitoring:** Assistant Director of Early Childhood Education **Funding Sources:** Fueling Brains - ESSER				108

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Support instruction by providing professional development and instructional coaching support that is determined by campus and/or teacher needs to achieve campus performance objectives. **Strategy's Expected Result/Impact:** Improvement of instructional skills needed to deliver effective reading instruction through monthly PreK collaboratives and professional development opportunities. **Staff Responsible for Monitoring:** Assist. Director of Early Childhood Education				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement the Second Step supplemental curriculum in both monolingual and bilingual classrooms. **Strategy's Expected Result/Impact:** Improvement of executive functioning skills in 4-year-old children. **Staff Responsible for Monitoring:** Assistant Director of Early Childhood Education				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Integrate instruction across developmental domains and early learning disciplines including differentiated instruction and Writing skills. **Strategy's Expected Result/Impact:** Implementation of the Handwriting Without Tears Supplemental Curriculum for PreK Gen Ed. and ESCE classrooms. **Staff Responsible for Monitoring:** Assistant Director of Early Childhood Education **Funding Sources:** Instructional Curriculum for PreK - ESSER - $22,720.50				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Integrate high-quality instruction by implementing the flexible instructional tool See Saw. **Strategy's Expected Result/Impact:** Support student creation, agency, and motivation while making learning accessible for all through student-led portfolios and flexible messaging tools to keep families engaged and support learning at home. **Staff Responsible for Monitoring:** Assistant Director of Early Childhood Education **Funding Sources:** - Title I, D				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 4: Increase the percentage of students achieving Meets Grade Level on STAAR Math by 3 percentage points in 2024.

Evaluation Data Sources: STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide math collaboratives in K-2 and STAAR tested grade levels and K-12 vertical team meetings focusing on alignment to standards and effective math teaching strategies. **Strategy's Expected Result/Impact:** Teachers will attend content-specific grade-level collaboratives/teaming meetings to be prepared to plan and deliver aligned Tier 1 lessons which will lead to a reduction in the gap between the state and Bryan ISD mathematics on STAAR performance. **Staff Responsible for Monitoring:** Director of C&I Math Coordinator **Results Driven Accountability** **Funding Sources:** Professional development training and resources - Title II, A - $4,000, - Title I, A, - State Comp, Additional Resources - ESSER				110

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide math instructional resources and technology options, such as Imagine Math, ST Math and MyPath, to support the implementation of effective math instructional strategies. **Strategy's Expected Result/Impact:** Instructional technology and instructional resources allows standards-based and focused small group instruction to occur. Focused blended learning training will be implemented at 5-12 grade campuses. **Staff Responsible for Monitoring:** Asst. Director of Instructional Technology and Resources Elementary and Secondary Math Curriculum Coordinators **Results Driven Accountability** **Funding Sources:** Professional development and resources needed for instruction - Title II, A - $9,000, - State Comp , - Title I, A, - Title II, A, Additional Instructional Resources - ESSER				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Support math instruction in K - 12 classrooms by providing professional learning communities, professional development, and instructional coaching determined by campus and/or math teacher needs. **Strategy's Expected Result/Impact:** Improvement of instructional skills needed to deliver effective instruction. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** Instructional Math Coach - Title II, A - $83,714, - State Comp, Supplemental PD - Title II, A, - Local Funds - District, Secondary Math Coordinator - Title II, A - $81,991				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Train principals, campus leaders, and math teachers on the collection and analysis of MAP Growth Math and other data sources to provide appropriate and differentiated math instruction. **Strategy's Expected Result/Impact:** Data from state and local assessments will be analyzed and used to guide instructional decisions and responses. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** - Local Funds - District, - State Comp, - Title I, A, - Title II, A, - ESSER				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, pregnant/parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the math instructional program. **Strategy's Expected Result/Impact:** Title 1A services will be efficiently utilized. **Staff Responsible for Monitoring:** Coordinator of ESSA and State Comp Ed. **Results Driven Accountability** **Funding Sources:** - State Comp, - Title I, A, - Title I, D, - Title I, C - Migrant, - Title III, A - LEP, PK Grant - Grant				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Continue to train and calibrate district/campus leaders through instructional walks focusing on math instructional practices and literacy strategies and topics such as academic vocabulary, blended learning, and students engagement. **Strategy's Expected Result/Impact:** Each campus will infuse literacy tenants to focus on reading initiatives, vocabulary strategies, blended learning and student engagement throughout mathematics. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June ~~11~~ 12
Strategy 7: Implement math best instructional practices, utilizing literacy tenets and blended learning strategies, for all K - 12 math instruction. **Strategy's Expected Result/Impact:** Students in classrooms will experience quality instruction through the use of the blended learning model and literacy tenets as indicated by available data. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction Content Coordinators Assistant Director of Technology **Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 5: Increase the percentage of students achieving Meets Grade Level on STAAR Science by 3 percentage points in 2024.

Evaluation Data Sources: STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide Science collaboratives for K-Biology and K-12 vertical team meetings focusing on alignment to standards and effective science instructional strategies. **Strategy's Expected Result/Impact:** Teachers will attend content-specific grade-level collaboratives/teaming meetings to be prepared to plan and deliver aligned Tier 1 lessons which will lead to a reduction in the gap between the state and Bryan ISD science on STAAR performance. **Staff Responsible for Monitoring:** Director of C&I Science Coordinator **Results Driven Accountability** **Funding Sources:** - Local Funds - District, - Title I, A, District PD - Title II, A - $600				113

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide Science instructional technology such as STEMscopes, Gizmos, and instructional resources to support the implementation of effective science instructional strategies in grades K - 12. Provide instructional resources, training, and support for the new state standards that will begin implementation in the Fall of 2023. **Strategy's Expected Result/Impact:** Instructional technology and instructional resources allows standards-based and focused small group instruction to occur. Focused blended learning will be implemented at 5-12 grade campuses. **Staff Responsible for Monitoring:** Asst. Director of Instructional Technology and Resources and Science Coordinator **Results Driven Accountability** **Funding Sources:** STEMscopes, - ESSER, Science PD - Title II, A - $1,000, Sirius - State Comp, Science Instructional resources - Title I, D				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Support instruction by providing instructional coaching, professional development, and planning support during professional learning communities by the science instructional coaches as determined by campus and/or science teacher needs. **Strategy's Expected Result/Impact:** Improvement of instructional skills needed to deliver effective instruction. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** - State Comp, - Title I, A, Supplemental PD - Title II, A				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Train principals, campus leaders, and teachers on the collection and analysis of MAP Growth Science and other data sources to provide appropriate and differentiated science instruction. **Strategy's Expected Result/Impact:** Data from state and local assessments will be analyzed and used to guide instructional decisions and responses. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** - Local Funds - District, - Title I, A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, pregnant/parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the science instructional program. **Strategy's Expected Result/Impact:** Title 1A services will be efficiently utilized. **Staff Responsible for Monitoring:** Coordinator of ESSA and State Comp Ed. **Results Driven Accountability** **Funding Sources:** - State Comp, - Title I, D, - Title I, A, - Title III, A - LEP, - Title I, C - Migrant, PK Grant - Grant				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Continue to train and calibrate district/campus leaders through walks focusing on specific science instructional practices, including district literacy strategies with a focus on academic vocabulary, Blended Learning, and student engagement. **Strategy's Expected Result/Impact:** Each campus will infuse literacy tenets to focus on reading initiatives, vocabulary strategies, blended learning, and student engagement throughout Science. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** - Local Funds - District, - ESSER, - Title II, A				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Implement best instructional practices for science, utilizing literacy and blended learning strategies, in all K - 12 Science instruction. **Strategy's Expected Result/Impact:** Students in secondary classrooms will experience quality instruction through the use of the blended learning model as indicated by available data. **Staff Responsible for Monitoring:** Science Coordinator, Assistant Director of technology, **Funding Sources:** PD - Title II, A, Technology resources and support - ESSER				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 6: Increase the percentage of students achieving Meets Grade Level on STAAR Social Studies by 3 percentage points in 2024.

Evaluation Data Sources: STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional learning communities in social studies STAAR/EOC tested grade levels and a K-12 vertical team meeting focusing on alignment to social studies standards and effective teaching strategies. **Strategy's Expected Result/Impact:** Teachers will attend content-specific, grade-level PLC meetings to be prepared to plan and deliver aligned Tier 1 lessons which will lead to a reduction in the gap between the state and Bryan ISD Social Studies on STAAR performance. **Staff Responsible for Monitoring:** Director of C&I Social Studies Coordinator **Results Driven Accountability** **Funding Sources:** Professional development training and resources - Title II, A - $1,000, - State Comp, - Title I, A				116

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide social studies instructional technology (Progress Learning, etc) and instructional resources (Social Studies Weekly, Sirius, Discovery Education, Resources for Personal Financial Literacy and Economics, etc.) to support the implementation of effective social studies teaching strategies. **Strategy's Expected Result/Impact:** Instructional technology and instructional resources allows standards-based instruction to occur. Blended Learning strategies will be incorporated into planning to support quality Tier 1 instruction. **Staff Responsible for Monitoring:** Asst. Director of Instructional Technology and Resources Social Studies Curriculum Coordinator **Results Driven Accountability** **Funding Sources:** - Title II, A - $7,000, - ESSER				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Support instruction by providing professional development, professional learning communities, and instructional coaching determined by campus and/or teacher needs. **Strategy's Expected Result/Impact:** Improvement of instructional skills needed to develop to deliver effective instruction. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction Social Studies Curriculum Coordinator **Results Driven Accountability** **Funding Sources:** - Local Funds - District, - State Comp, - Title I, A, - Title I, C - Migrant, - Title III, A - LEP, McKinney Vento - Grant				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Train principals, campus leaders, and teachers on the collection and analysis of various data sources to provide appropriate and differentiated Social Studies instruction. **Strategy's Expected Result/Impact:** Data from state and local assessments will be analyzed and used to guide instructional decisions and responses. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability** **Funding Sources:** - Local Funds - District				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, pregnant/parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Strategy's Expected Result/Impact:** Title 1A services will be efficiently utilized. **Staff Responsible for Monitoring:** Coordinator of ESSA and State Comp Ed. **Results Driven Accountability** **Funding Sources:** - Local Funds - District				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Continue to train and calibrate district/campus leaders through instructional walks focusing on specific social studies instructional practices with a focus on academic vocabulary, blended learning, and student engagement. **Strategy's Expected Result/Impact:** Each campus will infuse literacy tenets to focus on reading initiatives, vocabulary strategies, blended learning, and student engagement throughout social studies. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Results Driven Accountability**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Implement best instructional practices in all K - 12 Social Studies instruction, including district literacy strategies and blended learning models. **Strategy's Expected Result/Impact:** Students in secondary classrooms will experience quality instruction through the use of the blended learning model as indicated by available data. **Staff Responsible for Monitoring:** Social Studies Coordinator, Assistant Director of Technology **Results Driven Accountability** **Funding Sources:** - ESSER				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 7: Increase STAAR percentage of Emergent Bilinguals, including immigrants student, at Meets Grade Level by 3 percentage points over 2022-2023 across all grade levels in Reading.

Evaluation Data Sources: STAAR, DBAs, Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide initial and ongoing professional development for administrators, ICs, and teachers on sheltered instruction, including implementation of the English Language Proficiency Standards (ELPS). **Strategy's Expected Result/Impact:** Improved student performance of Emergent Bilinguals, including immigrant students, as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** Director of Bilingual/ESL, Bilingual Coordinators **Results Driven Accountability** **Funding Sources:** IC, 6 FTE - Title III, A - LEP - $322,135, - Title III, A - LEP				119

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide English as a Second Language (ESL) and Bilingual certification information and opportunities for preparation courses to ICs, administrators, and teachers, including partnership with TAMU's Project EBEST. **Strategy's Expected Result/Impact:** Reduced waivers and exceptions by 25% of bilingual and ESL teachers submitted to TEA in November. **Staff Responsible for Monitoring:** Director of Bilingual/ESL, Assistant Director/Compliance Coordinator **Funding Sources:** - Title III, A - LEP, - Title III, A - LEP, ESL recruitment - State Comp				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Collaborate with campus Language Proficiency Assessment Committee (LPAC) to ensure effective monitoring in order to meet the needs of all Emergent Bilinguals, including immigrants. **Strategy's Expected Result/Impact:** Improved student performance of Emergent Bilinguals and immigrants as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** Director of Bilingual/ESL, Assistant Director/Compliance Coordinator **Results Driven Accountability** **Funding Sources:** - Title III, A - LEP, - Title III, A - LEP				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Verify that all teachers in Title III language instructional programs for Emergent Bilinguals are fluent in both English and any other language used for instruction, including oral and written communication skills. **Strategy's Expected Result/Impact:** Improved student performance of Emergent Bilinguals, including immigrant students, as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** Director of Bilingual/ESL, Assistant Director/Compliance Coordinator **Funding Sources:** - Title III, A - LEP				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Implement an effective means of outreach to community members and parents of Emergent Bilinguals and immigrant students to inform them of how they can be involved in their children's education and English language attainment in order to increase student achievement. **Strategy's Expected Result/Impact:** Improved student performance of Emergent Bilinguals, including immigrant students, as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** Director of Bilingual/ESL, Assistant Director **Funding Sources:** - Title III, A - LEP				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Provide instructional opportunities and support for Emergent Bilinguals/Immigrants in early college high school or dual or concurrent enrollment programs for post secondary success. **Strategy's Expected Result/Impact:** Improved student performance of Emergent Bilinguals, including immigrant students, as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** Director of Bilingual / ESL, Secondary Bilingual/ESL Coordinator **Results Driven Accountability** **Funding Sources:** - Title III, A - LEP				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Provide enhanced instructional opportunities, resources and support for Emergent Bilinguals/Immigrants including New Arrival Centers (NAC) to improve instruction for these students, which may include those with a disability. **Strategy's Expected Result/Impact:** Achieve one year's growth or more in second language acquisition as measured				

by TELPAS.
Staff Responsible for Monitoring: Director of Bilingual, Bilingual Coordinators

Results Driven Accountability
Funding Sources: - Title III, A - LEP

 No Progress  Accomplished  Continue/Modify  Discontinue

121

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 8: Increase the percentage of SPED students achieving Meets Grade Level on STAAR in reading and math by 3 percentage points over 2022-2023.

Evaluation Data Sources: STAAR; MAP; CIRCLE; benchmarks; folder audits; meetings; classroom walk-throughs/special programs guidelines (fidelity dashboards); campus interventions

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Special Education administrators, instructional coaches, and specialists will provide initial and ongoing training to campus administrators and teachers to support the effective implementation of all special education policies and procedures. **Strategy's Expected Result/Impact:** Increased knowledge, fidelity, and compliance with all SPED policies and procedures. **Staff Responsible for Monitoring:** Director of Special Education, Assistant Directors and Coordinators of Special Education **Funding Sources:** - Local Funds - District				122

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement procedures that support the provision of special education services in the least restrictive environment for eligible students. **Strategy's Expected Result/Impact:** Most appropriate least restrictive environment placements for all students in special education. **Staff Responsible for Monitoring:** Director of Special Education, Assistant Directors and Coordinators of Special Education **Results Driven Accountability** **Funding Sources:** - Local Funds - District				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Check-in meetings with campus principals that include progress monitoring update of interventions, and academic and behavioral performance of students receiving special education services and supports. **Strategy's Expected Result/Impact:** Increased communication between special education administrators, special education specialists, special education ICs and campus administration on academic and behavioral progress, and intervention needs of students in special education. **Staff Responsible for Monitoring:** Director of Special Education, Assistant Directors of Special Education and Coordinators of Special Education **Results Driven Accountability** **Funding Sources:** - Local Funds - District				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Monitor special education classrooms using special programs guidelines to evaluate the fidelity and effectiveness of instruction, and to provide coaching and support to teachers. **Strategy's Expected Result/Impact:** Improved time on task, engagement, and learning experiences for students and improved instruction in special education classrooms. **Staff Responsible for Monitoring:** Director of Special Education, Assistant Directors and Coordinators of Special Education **Results Driven Accountability** **Funding Sources:** - Local Funds - District				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Support instruction by providing professional development, professional learning communities, and instructional coaching determined by campus and/or teacher needs. **Strategy's Expected Result/Impact:** Improvement in instructional skills needed to deliver effective instruction in the areas of reading and math. **Staff Responsible for Monitoring:** Director of Special Education, Assistant Directors, Coordinators of Special Education, Instructional Coaches, and Specialists **Results Driven Accountability** **Funding Sources:** - Local Funds - District				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 9: Increase the percentage of migrant learners, including Priority First Services (PFS) students, achieving Meets grade level performance in reading and math by at least 3 percentage points compared to 2023-2024 STAAR results.

Evaluation Data Sources: Migrant students, including Priority First Service (PFS) students, will increase their academic performance on District Assessments/ MAP/ Benchmarks/STAAR/EOC by increasing scores in academic areas (i.e. Reading, Writing, Math, Science & Social Studies) as identified for PFS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide early childhood education for migrant students (3 years old or older who are enrolled not -in - membership in the district) to acquire school readiness skills. **Strategy's Expected Result/Impact:** Increase number of students identified that can receive "A Bright Beginning" curriculum services. Increase the number of identified children participating to 100%. Increase development and acquisition of pre-literacy skills. **Staff Responsible for Monitoring:** Director of Bilingual Education, Migrant Recruiter				124

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Monitor credit summaries of migrant students and ensure campus systems are in place for credit recovery opportunities (to be applied to graduation requirements), including Out of School Youth (OSY). **Strategy's Expected Result/Impact:** Maintain 100% of students who graduate with their cohort. Successful completion of credit recovery courses/Edgenuity credit recovery courses. **Staff Responsible for Monitoring:** Director of Bilingual Education, Migrant Recruiter **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Analyze student needs through the disaggregation of migrant student data in order to provide more individualized support to increase academic success (regular school day/extended day/Saturday tutorials and electronic devices for homework assistance or access to research for high school students and out of school youth). **Strategy's Expected Result/Impact:** Increase number of students passing courses, earning credits, passing district and state assessments, graduation rates, and high school equivalency diplomas for out of school youth. **Staff Responsible for Monitoring:** Director of Bilingual Education, Compliance Coordinator for Migrant program, Migrant Recruiter, Assistant Director of Interventions **Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide enriching activities to include expansion of opportunities beyond Bryan/College Station (i.e. college visits, specialized camps, academic camps, educational trips within and out of state). **Strategy's Expected Result/Impact:** Students continue to participate in academic camps/field trips such as Up Close trips to Washington D.C./Austin and college visits to learn about federal/state government procedures and application processes. **Staff Responsible for Monitoring:** Director of Bilingual Education				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Implement the Migrant PFS Action Plan (see Addendum) as per ESSA requirements. **Strategy's Expected Result/Impact:** See Migrant PFS Action Plan Addendum **Staff Responsible for Monitoring:** Title I, Part C Migrant Coordinator				125

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 10: Increase the level of support provided to students failing or at-risk of failing state performance assessments by implementing and sustaining instructional programs and strategies aimed at increasing the academic success of these learners by at least 3 percentage points compared to 2021-2022 STAAR results.

Evaluation Data Sources: STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Develop and implement a well-rounded program of instruction in core content areas to ensure all students receive a high-quality education, close the achievement gap, and meet the academic needs of all students. **Strategy's Expected Result/Impact:** Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** C&I Director **Results Driven Accountability** **Funding Sources:** - Title I, A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Identify students who may be at risk for academic failure and provide additional educational and other assistance to individual students the district or school determines need help in meeting the challenging state academic standards. **Strategy's Expected Result/Impact:** Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** C&I Director Assistant Director, Interventions & SS504 **Results Driven Accountability** **Funding Sources:** - Title I, A, - State Comp, - ESSER				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning in all core content areas. **Strategy's Expected Result/Impact:** Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** C&I Director **Results Driven Accountability - Equity Plan** **Funding Sources:** - Title I, A, - ESSER				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. **Strategy's Expected Result/Impact:** Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** Assoc Sup T&L **Results Driven Accountability - Equity Plan** **Funding Sources:** - Title I, A, - Title II, A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The District Homeless Liaison will ensure support to homeless children and youth both academically and social emotional needs by eliminating barriers to enrollment and attendance, and supporting any needs for success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act. **Strategy's Expected Result/Impact:** Increased attendance and decrease gap between all students and those that are homeless.. Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs. Increase in the graduation rate. **Staff Responsible for Monitoring:** Project Hope Homeless Coordinator **Results Driven Accountability** **Funding Sources:** Title I Homeless Reserve - Title I, A - $17,889, Support and materials for students experiencing homelessness - Grant, Homeless Coord and Assistant - State Comp				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Support, coordinate, and integrate Title I, Part A services with early childhood education programs, including plans for the transition of program participants to local elementary school programs. **Strategy's Expected Result/Impact:** Improved student performance as measured by CIRCLE, STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** Asst Dir PK **Funding Sources:** - Title I, A				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through coordination with institutions of higher education, employers, and other local partners and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. **Strategy's Expected Result/Impact:** Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** Director of Counseling **Results Driven Accountability** **Funding Sources:** - Title I, A				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, pregnant/parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Strategy's Expected Result/Impact:** Increased student performance and program effectiveness **Staff Responsible for Monitoring:** Coordinator of ESSA and State Comp Ed.				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Support the implementation of accelerated instruction, extended day/year learning opportunities, and summer school in order to improve the performance of students who are in need of additional support by providing the training, platform, and organizational processes. **Strategy's Expected Result/Impact:** Increase the number of students that meet grade-level expectations as indicated by lexile, MAP Growth performance, and STAAR performance. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction Assistant Director of Interventions **Funding Sources:** Summer School Staff and materials - Local Funds - District, Summer School Staff Development - Title II, A, Extended Learning Program Staff - Title I, D, Summer Programs - ESSER, Summer School Staff and materials, including reams of paper for student instruction - Title I, A, Summer School Staff and materials, including reams of paper for student instruction - State Comp				129

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Work collaboratively to ensure that students in specialized programs such as MTSS/RtI, Dyslexia, SS504, ESL, Bilingual including immigrant and migrant, SPED, Title, At-Risk, Homeless, PreK, and GT are receiving appropriate literacy and mathematic support and instruction by providing initial training and ongoing professional development to support those instructional programs. **Strategy's Expected Result/Impact:** Collaboration between departments for continuous review, adjustment, and improvement in instruction and support for students in special programs. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction Director of SPED Director of Bilingual Education, Director of Counseling Services Director of Advanced Academics Assistant Director of Interventions **Funding Sources:** - Local Funds - District, Reserve for students experiencing homelessness - Title I, A, McKinney-Vento - Grant, - Title III, A - LEP, - Title I, C - Migrant, C&I, PD - State Comp				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Support the district's MTSS/RtI framework by providing training and ongoing support in reading and mathematic strategies while utilization of the district's MTSS/RtI platform to document interventions, monitor student progress, and make adjustments as needed to support the needs of all students.				

Strategy's Expected Result/Impact: Teachers will document and monitor student progress.
Staff Responsible for Monitoring: Assistant Director, Interventions & SS504
Content coordinator

Funding Sources: Branching Minds, Read 180 - Local Funds - District, - Title II, A, - Title I, A, Branching Minds, Read 180 - State Comp

 No Progress  Accomplished  Continue/Modify  Discontinue

130

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 11: Meet retention targets (grades 6 through 8 - 85%, grade 8 to 9 - 70%, and grades 9 through 12 - 85%) for secondary performing arts programs and increase participation in advanced visual art courses.

Evaluation Data Sources: Director of Fine Arts will evaluate student registration data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Create and utilize vertical alignment time in Master Schedule to bridge the gap for students to remain in program from 6th - 12th grade. o Middle School Directors (Band, Choir Orchestra) travel to Intermediate campuses to build relationships and promote Middle School programs. o High School Directors travel to Middle School campuses to do the same. **Strategy's Expected Result/Impact:** Increase in retention and improve instructional alignment across the district. **Staff Responsible for Monitoring:** Director of Fine arts				131

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Promote the 7 year Performing Arts Plan to students and parents throughout the year at program specific events. **Strategy's Expected Result/Impact:** Increase retention. **Staff Responsible for Monitoring:** Director of Fine Arts				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Increase effective communication from teachers with parents through email, direct mail, and parent meetings. **Strategy's Expected Result/Impact:** Increase parental involvement. **Staff Responsible for Monitoring:** Director of Fine Arts				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Work with campus principals, counselors, and directors to implement recruiting and retention plan. **Strategy's Expected Result/Impact:** Increased retention. **Staff Responsible for Monitoring:** Director of Fine Arts				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

Performance Objective 1: Increase the district's student attendance rate from 93% in 2022-2023 to 94.5% in 2023-2024.

High Priority

Evaluation Data Sources: Audit of student attendance folders, attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Assistant Principals will receive ongoing professional development to support the monitoring of attendance weekly and Chronic Absenteeism, the use of attendance committees at monthly PBIS Team Meetings, the identification/ mitigation of attendance barriers, and the use Truancy Prevention Measures. **Strategy's Expected Result/Impact:** Truancy Prevention Measures will be implemented and documented based on student need. **Staff Responsible for Monitoring:** Administrator of Student Affairs **Funding Sources:** - Local Funds - District				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The Dropout Prevention Specialists, and Juvenile Case Managers will assist campuses in the monitoring of Chronic Absenteeism, identification/mitigation of attendance barriers, and Truancy Prevention Measures as a preventative measure for Dropout Reduction. **Strategy's Expected Result/Impact:** Increased attendance and student engagement **Staff Responsible for Monitoring:** Executive Directors of School Leadership **Funding Sources:** 2 FTE (Drop out prevention specialists), materials, travel - State Comp, 1 FTE (Director of Student Services), materials, travel - ESSER				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Attendance software that monitors good attendance, chronic absenteeism, truancy, and recognition and interventions will be implemented to provide campuses and district staff a way to more effectively monitor Truancy Prevention Measures and align with State expectations. (ie RaaWee) **Strategy's Expected Result/Impact:** Chronic Absenteeism and Truancy Prevention Measures will be implemented and documented based on student need, resulting in better attendance and engaged students. **Staff Responsible for Monitoring:** Administrator of Student Affairs **Funding Sources:** RaaWee Program - Local Funds - District				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Homeless Attendance Case Manager will monitor attendance for all identified homeless students and implement interventions and incentives to support the needs of our homeless students. **Strategy's Expected Result/Impact:** Increase the attendance rate for homeless students as compared to the entire district population **Staff Responsible for Monitoring:** Homeless Attendance Case Manager, Coordinator of Project Hope **Problem Statements:** Student Learning 4 - District Processes & Programs 2 **Funding Sources:** TECHY - Grant - $85,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

133

Student Learning
Problem Statement 4: Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.
District Processes & Programs
Problem Statement 2: Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.

Goal 2: Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

Performance Objective 2: Ensure 80% of Counselor time is spent on the components of the Comprehensive Guidance Program: Guidance Curriculum, Individual Planning, Responsive Services and System Support to ensure social-emotional learning and mental health supports for students.

Evaluation Data Sources: Partnerships, counselor time study, small group meeting schedule, lesson and activity documentation document

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Counselor collaboration to create, modify, and implement age appropriate guidance lessons, Anti-bullying, Suicide Prevention/Healthy Emotions, Dating Violence/Healthy Relationships, Drug and Alcohol Prevention, and Anti-Victimization, Sex Trafficking and other maltreatment of children, while integrating in the Essential Eight. **Strategy's Expected Result/Impact:** Decreased bullying claims **Staff Responsible for Monitoring:** Director of Counseling **Funding Sources:** - Local Funds - District				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: High School, Middle School and Intermediate Counselors will facilitate guidance lessons that support the Essential Eight and focus on Social Emotional Learning and the 5 components of CASEL. **Strategy's Expected Result/Impact:** Decreased student behavioral referrals and increase avenues for mental and emotional support, along with opportunities for referrals. **Staff Responsible for Monitoring:** Director of Counseling **Funding Sources:** SEL Curriculum - ESSER - $49,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Middle and High School Counselors will collaborate with a select group of teachers to integrate guidance curriculum, utilizing the Core Project lessons, into the academic curriculum. **Strategy's Expected Result/Impact:** Decreased student referrals. Passing rate of courses in which Teachers and Counselors are working together to disseminate curriculum. **Staff Responsible for Monitoring:** Director of Counseling **Funding Sources:** - ESSER - $5,520				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Foster partnerships with district and outside organizations to support mental health services (District Social Workers, District Student Support Counselors, LSSP interns, TCHATT, MHMR, BVCASA, etc.) **Strategy's Expected Result/Impact:** More support for the mental health needs of students **Staff Responsible for Monitoring:** Director of Counseling **Funding Sources:** 2 Social Workers, 2 Student Support School Counselors - ESSER				
No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

Performance Objective 3: Students and staff will report on the annual survey that they feel at least as safe on campus in 2023-2024 as they did in 2022-2023.

Evaluation Data Sources: Annual survey
Safety audit results

Strategy 1 Details	Reviews			
Strategy 1: Each campus will conduct monthly safety drills following district requirements.	Formative			Summative
Strategy's Expected Result/Impact: Campuses will conduct required monthly safety drills so all involved know what to do in the case of an emergency. **Staff Responsible for Monitoring:** Executive Director, Operations **Funding Sources:** - Local Funds - District	Nov	Feb	Apr	June
				136

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will communicate safety procedures and concerns to staff and students.	Formative			Summative
Strategy's Expected Result/Impact: Communication with employees upon employment and throughout the school year and students at the beginning of the school year and as needed through curriculum enrichment to increase the safety of staff, students, and visitors. **Staff Responsible for Monitoring:** Executive Director, Operations **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Work to provide a greater awareness of B-Safe App to students, staff, parents, and the community.	Formative			Summative
Strategy's Expected Result/Impact: Parents, staff and students are encouraged to follow a "see something, say something" mindset in anonymously reporting suspicious behavior to a 24/7 report team, who will notify law enforcement if necessary. The app is tied to Crime Stoppers and will allow the person who reports suspicious behavior to communicate directly with the B-Safe support team to clarify or gather more information. **Staff Responsible for Monitoring:** Executive Director, Operations	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: 100% of BISD Campuses will continue to implement campus safety committees to monitor safety of all students and staff. **Strategy's Expected Result/Impact:** Increased safety on all campuses. **Staff Responsible for Monitoring:** Executive Director, Operations				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The district will train staff in the Crisis Prevention Institute Non Violent Intervention techniques. This includes recognizing the stages of an escalating crisis and learning evidence-based techniques to appropriately de-escalate. **Strategy's Expected Result/Impact:** Decrease the number of incidences of harm to self or others by students reacting to crisis. **Staff Responsible for Monitoring:** Director of Talent Development				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

Performance Objective 4: Protect the integrity, confidentiality, and availability of student and staff data.

Evaluation Data Sources: Annual Employee Cybersecurity Training, Annual Digital Citizenship Training for Students, Cybersecurity Meeting Documents, Texas Cybersecurity Framework, Data Privacy Agreements

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to designated staff on best practices in cybersecurity.	Formative			Summative
Strategy's Expected Result/Impact: Increased knowledge and reduction in security breaches **Staff Responsible for Monitoring:** Executive Director of Technology Services	Nov	Feb	Apr	June
				138

Strategy 2 Details	Reviews			
Strategy 2: Provide lessons for students regarding cyber safety and digital citizenship.	Formative			Summative
Strategy's Expected Result/Impact: Increased online safety **Staff Responsible for Monitoring:** Executive Director of Technology Services	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Quarterly meetings of the cybersecurity committee to evaluate current best practices and improve district performance on the Texas Cybersecurity Framework.	Formative			Summative
Strategy's Expected Result/Impact: Meeting Agendas, Improved score on Texas Cyber Security Framework **Staff Responsible for Monitoring:** Executive Director of Technology Services	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

Performance Objective 5: Complete all required school improvement activities for campuses identified by TEA as Comprehensive Support and Improvement, Targeted Support, and Additional Targeted Support.

High Priority

Evaluation Data Sources: Targeted Improvement Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Create, monitor, and implement target improvement plans as required. **Strategy's Expected Result/Impact:** Exit Comprehensive Support **Staff Responsible for Monitoring:** Director AREA **Results Driven Accountability**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

Performance Objective 6: Establish a positive school culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment.

Evaluation Data Sources: Discipline data
Student involvement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: 100% of schools will engage in professional development with Safe and Civil Schools throughout the 2023-2024 school year. **Strategy's Expected Result/Impact:** Decrease in discipline **Staff Responsible for Monitoring:** Director of Talent Development **Results Driven Accountability** **Funding Sources:** PD materials and Consultation - ESSER				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Each campus will develop a school-based team that will attend regularly scheduled district-level trainings and on-site school based team meetings. **Strategy's Expected Result/Impact:** Building an effective team is a critical first step that, if accomplished successfully, should lead to long-term school-based management of instructional discipline and support **Staff Responsible for Monitoring:** Director of Talent Development **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All campuses will implement the Foundations program through Safe and Civil Schools. **Strategy's Expected Result/Impact:** Reductions in disciplinary referrals, suspensions, and expulsions Increases in staff coordination, consistency, and collegiality Improvements in school climate **Staff Responsible for Monitoring:** Director of Talent Development **Results Driven Accountability** **Funding Sources:** SCS Foundations Consultation - ESSER				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue the work of the Essential Ambassadors, a group of middle and high school students, to lead change and improvement efforts in the district. **Strategy's Expected Result/Impact:** Increased student involvement and input Improved campus culture and climate **Staff Responsible for Monitoring:** Executive Director of School Leadership - High Schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.

Performance Objective 1: Teacher turnover rate will decrease from 18.9% as reflected on the 2021-2022 TAPR report to 16% in 2023-2024.

Evaluation Data Sources: Retention rate data on the TAPR; employee survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Participate in State and local job fairs in the Fall, Spring and Summer to support the recruitment and hiring of highly effective teachers and personnel, including highly effective teachers in hard-to-fill positions and teachers who became certified through State and local alternative routes to certification. **Strategy's Expected Result/Impact:** Increase in teacher recruiting and hiring; increase in student achievement (in first year teacher classrooms). **Staff Responsible for Monitoring:** Assistant Director of HR **Funding Sources:** Registration and Travel - Title II, A				142

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Coordinate activities under Title II, Part A with other related strategies, programs, and activities being conducted in the community by identifying student/staff need and seeking input from applicable community partners. **Strategy's Expected Result/Impact:** Increased teacher retention and improved student performance as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** Associate Superintendent of Teaching and Learning **Funding Sources:** - Title II, A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Periodic staff surveys will be conducted during the school year and meaningful consultation will be carried out by Bryan ISD staff, parents, and community members to develop activities designed to gather information to enable better informed decision making and meet the purpose of Title II, Part A. **Strategy's Expected Result/Impact:** Higher teacher satisfaction and retention. **Staff Responsible for Monitoring:** Assistant Superintendent of HR				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Attract teachers through professional development, coaching, and mentoring to increase their ability to meet and exceed student growth measures, thereby making them eligible to become a Teacher Incentive Allotment designated teacher. **Strategy's Expected Result/Impact:** Increased teacher attraction due to the district's application to the Teacher Incentive Allotment, Cohort D. **Staff Responsible for Monitoring:** Assoc Superintendent **Equity Plan** **Funding Sources:** Professional development - Title II, A, Reading academies - ESSER, Reading academies - State Comp, Teacher Incentive Allotment - Local Funds - District				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Increase the opportunity for all stakeholders to provide feedback through the "Snacks with the Supt." model. All campuses and community groups have the opportunity to provide input. **Strategy's Expected Result/Impact:** Higher staff and community satisfaction. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 3: Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.

Performance Objective 2: Increase employee satisfaction with professional learning opportunities in Bryan ISD by 3 percentage points as reflected on the annual staff survey as compared to the Spring 2023 Survey.

Evaluation Data Sources: annual staff survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Develop and implement a highly effective district-wide professional development program that specifies essential learnings for teachers based on the teaching assignment and years of experience **Strategy's Expected Result/Impact:** PD survey results indicate that professional development meets the needs of teachers. **Staff Responsible for Monitoring:** Director of Talent Development Director of Curriculum & Instruction **Equity Plan** **Funding Sources:** PD and Evaluation Core - Title II, A, PD and Evaluation Core - Title I, A				144

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide Essential 8 professional development for all new hires to Bryan ISD. **Strategy's Expected Result/Impact:** Sustainment of the tenets of the Essential 8 **Staff Responsible for Monitoring:** Director of Counseling **Funding Sources:** - Local Funds - District				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Essential 8 lessons will be shared weekly through Schoology and will include activities for teachers to continue teaching and reinforcing the E8 trait beyond the weekly lesson. **Strategy's Expected Result/Impact:** E8 traits will be evident at each grade level on all campuses. **Staff Responsible for Monitoring:** Director of Counseling				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Bryan ISD will foster an environment for teachers to grow as leaders by supporting them through obtaining their National Board certification in partnership with the Region 6 ESC. **Strategy's Expected Result/Impact:** To increase the number of teachers that have obtained their National Board certification by participating in a rigorous professional development program to obtain the certification. **Staff Responsible for Monitoring:** Director of HR **Funding Sources:** - Title II, A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Through the development and implementation of Blended Learning professional development at the secondary campuses, Bryan ISD will increase the opportunities for students to participate in more personalized learning experiences . **Strategy's Expected Result/Impact:** Increased student engagement, increased student learning, increased student performance and increased student preparedness for post-secondary success. **Staff Responsible for Monitoring:** Assistant Director of C&I, Technology Instructional Support **Funding Sources:** - Local Funds - District				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Coordinate Title II, Part A professional development activities with professional development activities provided through other federal, state, and local programs. Prioritize Title II, Part A professional development funds to increase teacher effectiveness at schools served under Title I School Improvement and schools that have the highest percentage of children counted under Title I. **Strategy's Expected Result/Impact:** Increased teacher retention and improved student performance as measured by STAAR, EOC, benchmarks, and DBAs. **Staff Responsible for Monitoring:** Director Talent Development, Coord. Grants and Special Revenue **Funding Sources:** - Title II, A - $8,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Provide professional development opportunities focused on improving instructional leadership capacity to recruit, support, and retain effective teachers. **Strategy's Expected Result/Impact:** Increased teacher retention due to improved coaching and development of teachers. **Staff Responsible for Monitoring:** Director of Professional Development **Funding Sources:** - Title II, A, - ESSER				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Campus and district administrators will receive coaching and support through T-TESS calibration training with a focus on best practices for classroom instruction to ensure T-TESS evaluations (walkthroughs and formal observations) are aligned with the T-TESS rubric, as noted in our Teacher Incentive Allotment application. **Strategy's Expected Result/Impact:** Increased teacher retention; higher quality feedback to teachers **Staff Responsible for Monitoring:** Director of Talent Development				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Provide professional development for teachers, counselors, and administrators through AVID. This PD is focused on helping low-income, first-generation, at-risk students gain academic skills and support them in advanced academics. AVID Excel will address language acquisition needs for emergent bilingual learners in 7th and 8th grade. **Strategy's Expected Result/Impact:** Campus staff gain skills to help students succeed in advanced academics. **Staff Responsible for Monitoring:** Director of Advanced Academics **Funding Sources:** - Title III, A - LEP, - Title II, A, - ESSER				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Provide professional development (Setting the Vision and Designing a Framework for Specialized Behavioral Settings) for administrators to facilitate a collaborative discussion with special education stakeholders to develop a working vision and framework for specialized behavioral settings. **Strategy's Expected Result/Impact:** Participants will engage in collaborative discussion to address philosophy and systems, which may include: Mission/Vision of specialized behavioral settings, Identification of goals for service programs, Identification of staff roles and responsibilities, Alignment of staff supports in the continuum of services, Identification of student criteria for service considerations, Identification of implemented tiered interventions prior to service consideration **Staff Responsible for Monitoring:** Executive Director of Special Programs **Results Driven Accountability** **Funding Sources:** - Title II, A - $3,000				

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

Goal 3: Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.

Performance Objective 3: All new to Bryan ISD teachers with zero years of experience will be supported by the BISD Mentoring & Induction Program.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Retain teachers by implementing a districtwide campus-based mentoring and coaching program for new teachers. **Strategy's Expected Result/Impact:** Increased teacher retention **Staff Responsible for Monitoring:** Director Talent Development **Equity Plan** **Funding Sources:** Dir PD - Local Funds - District				147
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

Performance Objective 1: Connect every Bryan ISD campus with a faith-based partner.

Evaluation Data Sources: Volunteer reports, mentoring program guidelines, partnering organizations directory, campus partner reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Monitor and update the faith-based partnerships' report. **Strategy's Expected Result/Impact:** Increased number of campuses directly impacted by faith-based partnerships. **Staff Responsible for Monitoring:** Director of Employee and Community Relations				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Survey principals and share campus needs with faith-based partners to identify areas of opportunity and provide flexibility and match schools with faith-based partners more effectively and purposefully. **Strategy's Expected Result/Impact:** Increased number of schools directly impacted by faith-based partnerships. **Staff Responsible for Monitoring:** Director of Employee and Community Relations				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

Performance Objective 2: Proactively enhance community relations and perception of Bryan ISD by engaging the students, community, higher education, and district employees.

Evaluation Data Sources: Meeting agendas and minutes; media and social media metrics

Strategy 1 Details	Reviews			
Strategy 1: Hold four meetings with Superintendent's Advisory Council, and follow up on feedback.	Formative			Summative
Strategy's Expected Result/Impact: Four meetings are held and notes from meetings reflect a response to feedback.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Director of Employee and Community Relations				149

Strategy 2 Details	Reviews			
Strategy 2: Hold four meetings with Superintendent's Parent Advisory Council, and follow up on feedback.	Formative			Summative
Strategy's Expected Result/Impact: Four meetings are held and notes from meetings reflect a response to feedback.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Director of Employee and Community Relations				

Strategy 3 Details	Reviews			
Strategy 3: Hold four meetings with Superintendent's Student Advisory Council, and follow up on feedback.	Formative			Summative
Strategy's Expected Result/Impact: Four meetings are held and notes from meetings reflect a response to feedback.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Director of Employee and Community Relations				

Strategy 4 Details	Reviews			
Strategy 4: Continue enhancing the perception of Bryan ISD through a positive relationship with local media outlets.	Formative			Summative
Strategy's Expected Result/Impact: Maintain 200 positive stories on Bryan ISD between August 2023 - June 2024.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Executive Director of Communications and Public Affairs				

Strategy 5 Details	Reviews			
Strategy 5: Continue enhancing the perception of Bryan ISD through a progressive social media strategy that utilizes analytics and social media psychology.	Formative			Summative
Strategy's Expected Result/Impact: Maintain a reach of about 25,000 people each week through all district-level social media platforms.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Assistant Director of Communications and Marketing				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Conduct two annual surveys to gather feedback from students, staff, parents, and community. **Strategy's Expected Result/Impact:** Information collected will allow for data informed decisions **Staff Responsible for Monitoring:** Director of Accountability, Research, Evaluation, and Assessment **Funding Sources:** - Local Funds - District - $8,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

Performance Objective 3: Engaging community, parents, and staff as partners in the academic and social-emotional development of students.

Evaluation Data Sources: Parent involvement activities at the district and campus level. Staff development activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional development for all staff that includes mental health, trauma informed care, bullying prevention, sexual abuse, sex trafficking and other maltreatment of children. **Strategy's Expected Result/Impact:** Increased awareness how mental health and traumatic events affect student success. **Staff Responsible for Monitoring:** Director of Counseling				151

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Coordinate and provide technical assistance and other support to assist the implementation of effective parent and family involvement activities through regular meetings and staff training to build the capacity of campus Parent and Family Engagement programs and improve student academic achievement and school performance. **Strategy's Expected Result/Impact:** Increase engagement of parents with their child's school. **Staff Responsible for Monitoring:** Director of Counseling, Coordinator Grants and Special Revenue Funds **Funding Sources:** - Local Funds - District, - Title I, A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide parent and community informational sessions supporting the district initiatives and needs to increase student success and provide supports to families. **Strategy's Expected Result/Impact:** Increased engagement of parents and community in schools. **Staff Responsible for Monitoring:** Director of Counseling, Project Hope Coordinator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Initiate and grow community partnerships that support the Essential Eight and lead to shared activities between these community agencies/businesses and campuses. **Strategy's Expected Result/Impact:** Growth in community partnerships **Staff Responsible for Monitoring:** Director of Counseling Services **Funding Sources:** Essential Eight posters and community yard signs - Title I, A - $860				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Establish expectations for meaningful parent and family engagement through an annual meeting in the spring at which Bryan ISD parents and district personnel jointly review/revise and agree upon the district Parent and Family Engagement Policy. The policy will be written in an understandable language, made available to parents and the local community, and updated periodically to meet the changing needs of parents and our schools. **Strategy's Expected Result/Impact:** Increase engagement of parents with their child's school. **Staff Responsible for Monitoring:** Director of Counseling, Executive Director of Communications and Public Affairs **Funding Sources:** - Title I, A				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Involve parents and families in the development of the District Improvement Plan through annual meetings in the spring at which Bryan ISD parents and district personnel jointly review/revise and agree upon the district improvement plan. The plan will be written in an understandable language, made available to parents and the local community, and updated periodically to meet the changing needs of parents and our schools. **Strategy's Expected Result/Impact:** Increase parent involvement **Staff Responsible for Monitoring:** Director of Counseling Director AREA				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Ensure all students are equipped with the necessary tools for postsecondary success.

Performance Objective 1: Increase the graduation rate by 1 percentage point from the 2022 graduation rate.

Evaluation Data Sources: TEA Cohort list, TEA graduation report, eschool withdraw codes, Onpoint graduation report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Develop and implement a plan to ensure that students at-risk of not graduating remain in school and receive appropriate support. **Strategy's Expected Result/Impact:** Increased graduation rate; students receive support needed to be successful. **Staff Responsible for Monitoring:** Executive Director, School Leadership **Results Driven Accountability** **Funding Sources:** 1 FTE (Director of Student Services2), dues, travel - State Comp, 2 FTE (Drop Out Prevention Specialist) - Local Funds - Campus				153

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide a program of support for students placed at local correctional facilities to enable them to meet state academic standards, transition from institutionalization to further education or employment and reduce the drop out rate of these students through tutoring, extended learning program s, and transition services. **Strategy's Expected Result/Impact:** Students receive support needed to be successful, Increased graduation rates, reduce dropout rates **Staff Responsible for Monitoring:** Executive Director, School Leadership **Results Driven Accountability** **Funding Sources:** 3 FTE (JJC staff) - State Comp, 2 FTE (JJC IA and transition spec), Tutoring Services, Instructional Materials - Title I, D				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide an opportunity for accelerated, self-paced course completion or credit and grade recovery with a computer assisted program as well as individual assistance for struggling students to enable these students to perform at grade level and graduate on time. **Strategy's Expected Result/Impact:** Increased graduation rates **Staff Responsible for Monitoring:** Director of Curriculum & Instruction **Results Driven Accountability** **Funding Sources:** 53 FTE (MC Harris staff) - State Comp, Student computers - JJC - Title I, D				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Develop and implement a plan for high school counselors and College and Career Center staff to work with students to monitor individual 4-year plans, credit accrual, state assessments and progress toward graduation. **Strategy's Expected Result/Impact:** Increased graduation rates **Staff Responsible for Monitoring:** Director of School Counseling, Lead High School Counselors				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Implement a master scheduling plan and program for (grades 5-12) that will provide students and teachers with the best educational setting and experience. **Strategy's Expected Result/Impact:** Decreased conflicts in the master schedule, increased percent of students fully scheduled during master schedule run, more balanced class periods and overall teaching loads **Staff Responsible for Monitoring:** Director of Counseling Services, Campus Master Schedule Teams **Funding Sources:** Cardonex - ESSER - $65,011				154

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Ensure all students are equipped with the necessary tools for postsecondary success.

Performance Objective 2: Increase the percentage of students meeting CCMR standards by 2% percentage point over 2023.

Evaluation Data Sources: CCMR rate

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a plan to increase the number of students prepared to earn postsecondary credit.	Formative			Summative
Strategy's Expected Result/Impact: Increase in the number of students enrolling in Advanced, Pre-AP, AP, IB, and Dual credit courses	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Director of Advanced Academics **Funding Sources:** - Local Funds - District				155

Strategy 2 Details	Reviews			
Strategy 2: Increase student knowledge of and preparation for college readiness assessments.	Formative			Summative
Strategy's Expected Result/Impact: Increase the percent of students meeting TSI criteria for both reading & math by 2 percentage points. Class of 2020 - Reading 52.2%, Math 31.6%, and Both 29.9% met TSI for both reading and math. (Domain 1 in accountability). Class of 2020 is the most recent data available from TEA.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Director of Advanced Academics, Director of School Counseling **Funding Sources:** - Local Funds - District				

Strategy 3 Details	Reviews			
Strategy 3: Build teacher capacity to deliver rigorous and engaging college-level instruction.	Formative			Summative
Strategy's Expected Result/Impact: Increase the percentage of graduates by 2 percentage points who met the criterion on any AP/IB exam for CCMR. Class of 2020 was 18.8%.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Director of Advanced Academics **Results Driven Accountability** **Funding Sources:** - Local Funds - District				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The District will collaborate with local agencies to help prepare students for secondary school completion, training, employment, or further education including the Workforce Commission, TAMU, and Blinn. **Strategy's Expected Result/Impact:** Opportunities for participation in workforce and Blinn and Rellis programs, College Night at Rellis, HYPE, 8th Career Fair and other activities that give them information needed to plan for the future **Staff Responsible for Monitoring:** Director of Counseling Services **Results Driven Accountability** **Funding Sources:** - Local Funds - District				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Middle and High School campuses will guide students to make informed curriculum choices as well as implement activities to increase awareness of college and career readiness, help facilitate the transition from secondary to post-secondary, explanation of the top 10% rule, financial aid awareness, including the Texas Grant Program, and the Teach for Texas Grant Program. **Strategy's Expected Result/Impact:** Students will gain a better understanding of how their course choices effect future choices once they graduate from high school, 4-year plan and graduation plan data. **Staff Responsible for Monitoring:** Director of Counseling Services **Funding Sources:** - Local Funds - District				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Provide a program of support for newly arrived immigrant students to ensure academic success by helping them acquire English as a second Language while learning the content area, enabling these students to successfully transitioning to a mainstream program, perform at grade level and be college or career ready upon graduation. **Strategy's Expected Result/Impact:** Increased percentage of graduates who are college and career ready **Staff Responsible for Monitoring:** Director of Bilingual/ESL **Results Driven Accountability** **Funding Sources:** 14 FTE (NAC staff) - State Comp				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Conduct AVID summer Bridge program for 7th-grade math, Algebra Readiness, and Science. Students will participate in activities to prepare them for the upcoming year's Advanced Academics Math and Science classes by preventing summer learning loss. **Strategy's Expected Result/Impact:** Increased participation and success in PreAP Math and Science in middle school **Staff Responsible for Monitoring:** Director of Advanced Academics **Funding Sources:** - Title I, A, - State Comp				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Implement AVID Excel in grades 6-8 to support language acquisition and academic skill-building for long-term emergent bilingual students. Professional development will train teachers on how to best serve these students to fill academic gaps. **Strategy's Expected Result/Impact:** Increased success and participation in advanced academic classes upon entering high school Increased academic performance in middle school **Staff Responsible for Monitoring:** Director of Advanced Academics and Director of Bilingual Programs **Funding Sources:** - Title III, A - LEP				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Support and expand AVID (PD-12) in Bryan ISD to support students in advanced academic courses and improve college readiness. **Strategy's Expected Result/Impact:** Increased student success in advanced academic courses as well as other classes Increased college readiness as seen in STAAR, EOC, PSAT, SAT, ACT **Staff Responsible for Monitoring:** Director of Advanced Academics **Funding Sources:** Instr materials, Conf reg/trav - ESSER, Conf reg/trav - Title II, A				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Partner with TAMU for the GEAR UP Grant that is focused on the Class of 2026. This grant provides staff, materials, and opportunities to increase college readiness. **Strategy's Expected Result/Impact:** The class of 2026 will have decreased dropout rate, increased graduation rate and increased college enrollment. **Staff Responsible for Monitoring:** Director of Advanced Academics, GEAR UP Grant Coordinator, Director of Counseling.				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Implement Project Lead the Way in grades K-8 in order to promote student interest and increase achievement in advanced STEM sciences. **Strategy's Expected Result/Impact:** Increase the achievement and participation in advanced level STEM courses, advanced placement and international bacculaurate. **Staff Responsible for Monitoring:** Director of Advanced Academics				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Ensure all students are equipped with the necessary tools for postsecondary success.

Performance Objective 3: At least 75% of CTE completers (CT Indicator 7) within a program of study that offers a State recognized industry certificate will earn the industry based certificate in 2023-24.

Evaluation Data Sources: CTE certifications posted in Eduthings and verified through certifying entity by CTE Administrative team

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide Professional Development to all CTE teachers to ensure they have a clear understanding of: certification requirements, benefits to students, process for reporting test results. **Strategy's Expected Result/Impact:** increase in numbers testing; increase in accurate results reporting **Staff Responsible for Monitoring:** Director of CTE & Assistant Director CTE **Results Driven Accountability** **Funding Sources:** Perkins V grant funds - Grant, - Local Funds - District				159

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide CTE curriculum and support that will ensure that teachers are addressing skills needed to increase success rates among students seeking industry certifications. **Strategy's Expected Result/Impact:** Increase in passing rate on certification tests **Staff Responsible for Monitoring:** Director of CTE & Assistant Director CTE **Funding Sources:** CTE Coordinators, supplies and materials; vertical teaming, and horizontal teaming - Local Funds - District, - Grant				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Increase the percentage of teachers holding the same certification as required of their students to 100% from 81% as measured by the CTE Rubric results in 2023-24. **Strategy's Expected Result/Impact:** Increased quality of CTE programs **Staff Responsible for Monitoring:** Director of CTE & Assistant Director CTE **Funding Sources:** CTE Excellence Rubric, funding for CTSO affiliations, contest, activities - Local Funds - District				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: CTE will purchase industry and certification exams for all qualified students. **Strategy's Expected Result/Impact:** Increased participation in certification tests **Staff Responsible for Monitoring:** Director of CTE & Assistant Director CTE **Funding Sources:** testing sites, voucher/certification purchases - Local Funds - District				

 No Progress  Accomplished  Continue/Modify  Discontinue

160

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide language arts collaboratives in STAAR-tested grade levels and a K-12 vertical team meeting focusing on alignment to standards and effective teaching strategies.
1	1	2	Provide language arts instructional resources, assessment technology, and library resources to support the implementation of effective language arts instructional and assessment strategies.
1	1	3	Support language arts instruction by providing professional development, professional learning communities, and instructional coaching determined by campus and/or teacher needs.
1	1	4	Train principals, campus leaders, and teachers on collection and analysis of MAP Growth Reading, MAP Growth Language and MAP Reading Fluency and other data sources to provide appropriate and differentiated literacy instruction.
1	1	7	Implement best instructional practices for reading/language arts, including learning from the state Reading Academies and blended learning strategies, for all K - 12 ELAR classrooms.
1	2	1	Support instruction on early literacy by providing professional development and instructional coaching support that is determined by campus and/or teacher needs to achieve campus performance objectives in reading.
1	2	2	Train principals, campus leaders, and teachers on collection and analysis of MAP Growth Reading and MAP Reading Fluency and other data sources to provide appropriate and differentiated literacy instruction.
1	2	3	Coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, pregnant/ parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the language arts instructional program.
1	2	4	Continue to train and calibrate district/campus leaders and conduct instructional rounds and walks focusing on specific reading instructional practices related to the district's literacy tenets with a focus on academic vocabulary, independent reading and student engagement.
1	2	5	Provide a structured schedule for all K-4 classes to attend biweekly literacy activities in the library with a dedicated time for students to check out a book of their choice.
1	2	6	Provide literacy instructional resources for at-risk learners in K-4.
1	4	1	Provide math collaboratives in K-2 and STAAR tested grade levels and K-12 vertical team meetings focusing on alignment to standards and effective math teaching strategies.
1	4	2	Provide math instructional resources and technology options, such as Imagine Math, ST Math and MyPath, to support the implementation of effective math instructional strategies.
1	4	3	Support math instruction in K - 12 classrooms by providing professional learning communities, professional development, and instructional coaching determined by campus and/or math teacher needs.
1	4	4	Train principals, campus leaders, and math teachers on the collection and analysis of MAP Growth Math and other data sources to provide appropriate and differentiated math instruction.

Goal	Objective	Strategy	Description
1	4	5	Coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, pregnant/ parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the math instructional program.
1	4	6	Continue to train and calibrate district/campus leaders through instructional walks focusing on math instructional practices and literacy strategies and topics such as academic vocabulary, blended learning, and students engagement.
1	4	7	Implement math best instructional practices, utilizing literacy tenets and blended learning strategies, for all K - 12 math instruction.
1	5	1	Provide Science collaboratives for K-Biology and K-12 vertical team meetings focusing on alignment to standards and effective science instructional strategies.
1	5	2	Provide Science instructional technology such as STEMscopes, Gizmos, and instructional resources to support the implementation of effective science instructional strategies in grades K - 12. Provide instructional resources, training, and support for the new state standards that will begin implementation in the Fall of 2023.
1	5	3	Support instruction by providing instructional coaching, professional development, and planning support during professional learning communities by the science instructional coaches as determined by campus and/or science teacher needs.
1	5	4	Train principals, campus leaders, and teachers on the collection and analysis of MAP Growth Science and other data sources to provide appropriate and differentiated science instruction.
1	5	5	Coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, pregnant/ parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the science instructional program.
1	5	6	Continue to train and calibrate district/campus leaders through walks focusing on specific science instructional practices, including district literacy strategies with a focus on academic vocabulary, Blended Learning, and student engagement.
1	6	1	Provide professional learning communities in social studies STAAR/EOC tested grade levels and a K-12 vertical team meeting focusing on alignment to social studies standards and effective teaching strategies.
1	6	2	Provide social studies instructional technology (Progress Learning, etc) and instructional resources (Social Studies Weekly, Sirius, Discovery Education, Resources for Personal Financial Literacy and Economics, etc.) to support the implementation of effective social studies teaching strategies.
1	6	3	Support instruction by providing professional development, professional learning communities, and instructional coaching determined by campus and/or teacher needs.
1	6	4	Train principals, campus leaders, and teachers on the collection and analysis of various data sources to provide appropriate and differentiated Social Studies instruction.
1	6	5	Coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, pregnant/ parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
1	6	6	Continue to train and calibrate district/campus leaders through instructional walks focusing on specific social studies instructional practices with a focus on academic vocabulary, blended learning, and student engagement.

Goal	Objective	Strategy	Description
1	6	7	Implement best instructional practices in all K - 12 Social Studies instruction, including district literacy strategies and blended learning models.
1	7	1	Provide initial and ongoing professional development for administrators, ICs, and teachers on sheltered instruction, including implementation of the English Language Proficiency Standards (ELPS).
1	7	3	Collaborate with campus Language Proficiency Assessment Committee (LPAC) to ensure effective monitoring in order to meet the needs of all Emergent Bilinguals, including immigrants.
1	7	6	Provide instructional opportunities and support for Emergent Bilinguals/Immigrants in early college high school or dual or concurrent enrollment programs for post secondary success.
1	7	7	Provide enhanced instructional opportunities, resources and support for Emergent Bilinguals/Immigrants including New Arrival Centers (NAC) to improve instruction for these students, which may include those with a disability.
1	8	2	Implement procedures that support the provision of special education services in the least restrictive environment for eligible students.
1	8	3	Check-in meetings with campus principals that include progress monitoring update of interventions, and academic and behavioral performance of students receiving special education services and supports.
1	8	4	Monitor special education classrooms using special programs guidelines to evaluate the fidelity and effectiveness of instruction, and to provide coaching and support to teachers.
1	8	5	Support instruction by providing professional development, professional learning communities, and instructional coaching determined by campus and/or teacher needs.
1	9	2	Monitor credit summaries of migrant students and ensure campus systems are in place for credit recovery opportunities (to be applied to graduation requirements), including Out of School Youth (OSY).
1	9	3	Analyze student needs through the disaggregation of migrant student data in order to provide more individualized support to increase academic success (regular school day/extended day/Saturday tutorials and electronic devices for homework assistance or access to research for high school students and out of school youth).
1	10	1	Develop and implement a well-rounded program of instruction in core content areas to ensure all students receive a high-quality education, close the achievement gap, and meet the academic needs of all students.
1	10	2	Identify students who may be at risk for academic failure and provide additional educational and other assistance to individual students the district or school determines need help in meeting the challenging state academic standards.
1	10	3	Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning in all core content areas.
1	10	4	Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.
1	10	5	The District Homeless Liaison will ensure support to homeless children and youth both academically and social emotional needs by eliminating barriers to enrollment and attendance, and supporting any needs for success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act.

Goal	Objective	Strategy	Description
1	10	7	Facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through coordination with institutions of higher education, employers, and other local partners and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.
2	5	1	Create, monitor, and implement target improvement plans as required.
2	6	1	100% of schools will engage in professional development with Safe and Civil Schools throughout the 2023-2024 school year.
2	6	2	Each campus will develop a school-based team that will attend regularly scheduled district-level trainings and on-site school based team meetings.
2	6	3	All campuses will implement the Foundations program through Safe and Civil Schools.
3	2	10	Provide professional development (Setting the Vision and Designing a Framework for Specialized Behavioral Settings) for administrators to facilitate a collaborative discussion with special education stakeholders to develop a working vision and framework for specialized behavioral settings.
5	1	1	Develop and implement a plan to ensure that students at-risk of not graduating remain in school and receive appropriate support.
5	1	2	Provide a program of support for students placed at local correctional facilities to enable them to meet state academic standards, transition from institutionalization to further education or employment and reduce the drop out rate of these students through tutoring, extended learning program s, and transition services.
5	1	3	Provide an opportunity for accelerated, self-paced course completion or credit and grade recovery with a computer assisted program as well as individual assistance for struggling students to enable these students to perform at grade level and graduate on time.
5	2	3	Build teacher capacity to deliver rigorous and engaging college-level instruction.
5	2	4	The District will collaborate with local agencies to help prepare students for secondary school completion, training, employment, or further education including the Workforce Commission, TAMU, and Blinn.
5	2	6	Provide a program of support for newly arrived immigrant students to ensure academic success by helping them acquire English as a second Language while learning the content area, enabling these students to successfully transitioning to a mainstream program, perform at grade level and be college or career ready upon graduation.
5	3	1	Provide Professional Development to all CTE teachers to ensure they have a clear understanding of: certification requirements, benefits to students, process for reporting test results.

District Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	2			$0.00
5	1	1	2 FTE (Drop Out Prevention Specialist)		$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	1	4	Eduphoria		$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	5	1			$0.00
1	5	4			$0.00
1	5	6			$0.00
1	6	3			$0.00
1	6	4			$0.00
1	6	5			$0.00
1	8	1			$0.00
1	8	2			$0.00
1	8	3			$0.00
1	8	4			$0.00
1	8	5			$0.00
1	10	9	Summer School Staff and materials		$0.00
1	10	10			$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	10	11	Branching Minds, Read 180		$0.00
2	1	1			$0.00
2	1	3	RaaWee Program		$0.00
2	2	1			$0.00
2	3	1			$0.00
3	1	4	Teacher Incentive Allotment		$0.00
3	2	2			$0.00
3	2	5			$0.00
3	3	1	Dir PD		$0.00
4	2	6			$8,000.00
4	3	2			$0.00
5	2	1			$0.00
5	2	2			$0.00
5	2	3			$0.00
5	2	4			$0.00
5	2	5			$0.00
5	3	1			$0.00
5	3	2	CTE Coordinators, supplies and materials; vertical teaming, and horizontal teaming		$0.00
5	3	3	CTE Excellence Rubric, funding for CTSO affiliations, contest, activities		$0.00
5	3	4	testing sites, voucher/certification purchases		$0.00
				Sub-Total	$8,000.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2	Quill, Newsela, Compass Learning		$0.00
1	1	3	27 FTE (Instructional coaches)		$0.00
1	1	4			$0.00
1	1	5	3 FTE (Homeless Coord, Asst, Options), Kickstart, 3rd Day, NAMI		$0.00
1	1	6			$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	5			$0.00
1	5	2	Sirius		$0.00
1	5	3			$0.00
1	5	5			$0.00
1	6	1			$0.00
1	6	3			$0.00
1	7	2	ESL recruitment		$0.00
1	10	2			$0.00
1	10	5	Homeless Coord and Assistant		$0.00
1	10	9	Summer School Staff and materials, including reams of paper for student instruction		$0.00
1	10	10	C&I, PD		$0.00
1	10	11	Branching Minds, Read 180		$0.00
2	1	2	2 FTE (Drop out prevention specialists), materials, travel		$0.00
3	1	4	Reading academies		$0.00
5	1	1	1 FTE (Director of Student Services2), dues, travel		$0.00
5	1	2	3 FTE (JJC staff)		$0.00
5	1	3	53 FTE (MC Harris staff)		$0.00
5	2	6	14 FTE (NAC staff)		$0.00
5	2	7			$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

Title I, D					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
1	2	3			$0.00
1	3	5			$0.00
1	4	5			$0.00
1	5	2	Science Instructional resources		$0.00
1	5	5			$0.00
1	10	9	Extended Learning Program Staff		$0.00
5	1	2	2 FTE (JJC IA and transition spec), Tutoring Services, Instructional Materials		$0.00
5	1	3	Student computers - JJC		$0.00
				Sub-Total	$0.00

Title II, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	District Vertical Team		$2,500.00
1	1	1	Collaboratives		$5,000.00
1	1	2	Additional instructional resources		$35,000.00
1	1	3	Instructional Coach		$167,428.00
1	1	3	Supplemental PD		$30,000.00
1	1	4	Professional Development		$5,000.00
1	1	6	Professional development resources		$500.00
1	1	7			$0.00
1	2	1	Supplemental PD		$2,000.00
1	2	2	Professional development materials		$1,424.00
1	2	4	Training resources		$500.00
1	2	5			$0.00
1	2	6	Guided reading teaching and planning resources		$12,000.00
1	4	1	Professional development training and resources		$4,000.00
1	4	2	Professional development and resources needed for instruction		$9,000.00

Title II, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
1	4	3	Instructional Math Coach		$83,714.00
1	4	3	Supplemental PD		$0.00
1	4	3	Secondary Math Coordinator		$81,991.00
1	4	4			$0.00
1	5	1	District PD		$600.00
1	5	2	Science PD		$1,000.00
1	5	3	Supplemental PD		$0.00
1	5	6			$0.00
1	5	7	PD		$0.00
1	6	1	Professional development training and resources		$1,000.00
1	6	2			$7,000.00
1	10	4			$0.00
1	10	9	Summer School Staff Development		$0.00
1	10	11			$0.00
3	1	1	Registration and Travel		$0.00
3	1	2			$0.00
3	1	4	Professional development		$0.00
3	2	1	PD and Evaluation Core		$0.00
3	2	4			$0.00
3	2	6			$8,000.00
3	2	7			$0.00
3	2	9			$0.00
3	2	10			$3,000.00
5	2	9	Conf reg/trav		$0.00
				Sub-Total	$460,657.00

Title III, A - LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
1	2	3			$0.00

Title III, A - LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	5			$0.00
1	5	5			$0.00
1	6	3			$0.00
1	7	1	IC, 6 FTE		$322,135.00
1	7	1			$0.00
1	7	2			$0.00
1	7	2			$0.00
1	7	3			$0.00
1	7	3			$0.00
1	7	4			$0.00
1	7	5			$0.00
1	7	6			$0.00
1	7	7			$0.00
1	10	10			$0.00
3	2	9			$0.00
5	2	8			$0.00
				Sub-Total	$322,135.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2	Quill, Newsela, Compass Learning		$0.00
1	1	4	Eduphoria		$0.00
1	1	5	Reserve for students experiencing homelessness		$0.00
1	1	6			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	4	1			$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
1	4	4			$0.00
1	4	5			$0.00
1	5	1			$0.00
1	5	3			$0.00
1	5	4			$0.00
1	5	5			$0.00
1	6	1			$0.00
1	6	3			$0.00 171
1	10	1			$0.00
1	10	2			$0.00
1	10	3			$0.00
1	10	4			$0.00
1	10	5	Title I Homeless Reserve		$17,889.00
1	10	6			$0.00
1	10	7			$0.00
1	10	9	Summer School Staff and materials, including reams of paper for student instruction		$0.00
1	10	10	Reserve for students experiencing homelessness		$0.00
1	10	11			$0.00
3	2	1	PD and Evaluation Core		$0.00
4	3	2			$0.00
4	3	4	Essential Eight posters and community yard signs		$860.00
4	3	5			$0.00
5	2	7			$0.00
				Sub-Total	$18,749.00

Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	PK Grant		$0.00
1	2	3	PK Grant		$0.00

Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	5	PK Grant		$0.00
1	5	5	PK Grant		$0.00
1	6	3	McKinney Vento		$0.00
1	10	5	Support and materials for students experiencing homelessness		$0.00
1	10	10	McKinney-Vento		$0.00
2	1	4	TECHY		$85,000.00
5	3	1	Perkins V grant funds		$0.00
5	3	2			$0.00
				Sub-Total	$85,000.00

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Title I, C - Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
1	2	3			$0.00
1	4	5			$0.00
1	5	5			$0.00
1	6	3			$0.00
1	10	10			$0.00
				Sub-Total	$0.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Additional instructional resources		$0.00
1	1	3			$0.00
1	1	6			$0.00
1	1	7	technology resources and support		$0.00
1	2	1			$0.00
1	2	6	Guided reading teaching and planning resources		$0.00
1	3	1	Fueling Brains		$0.00
1	3	4	Instructional Curriculum for PreK		$22,720.50
1	4	1	Additional Resources		$0.00
1	4	2	Additional Instructional Resources		$0.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4			$0.00
1	5	2	STEMscopes,		$0.00
1	5	6			$0.00
1	5	7	Technology resources and support		$0.00
1	6	2			$0.00
1	6	7			$0.00
1	10	2			$0.00
1	10	3			$0.00
1	10	9	Summer Programs		$0.00 173
2	1	2	1 FTE (Director of Student Services), materials, travel		$0.00
2	2	2	SEL Curriculum		$49,500.00
2	2	3			$5,520.00
2	2	4	2 Social Workers, 2 Student Support School Counselors		$0.00
2	6	1	PD materials and Consultation		$0.00
2	6	3	SCS Foundations Consultation		$0.00
3	1	4	Reading academies		$0.00
3	2	7			$0.00
3	2	9			$0.00
5	1	5	Cardonex		$65,011.00
5	2	9	Instr materials, Conf reg/trav		$0.00
				Sub-Total	$142,751.50

Addendums

Bryan Independent School District

2021-22 Parent and Family Engagement Policy, ESSA Section 1116

The District Parent and Family Engagement (PFE) Policy sets the expectations for parent and family engagement in Bryan ISD. It works to fulfill Bryan ISD's vision of "Children First. Always." The District seeks to collaborate with parents as full partners in the learning and development of their children through the following methods.

1. *Bryan ISD* will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children [Section 1116 (a)(1)].

   Bryan ISD will reach out and engage in conversations with parents and families to gather meaningful feedback through Parent Leadership Team, District Educational Improvement Council (DEIC) and parent surveys. Special attention will be given to recruiting parents of children participating in Title I Programs.

2. *Bryan ISD* receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, *Bryan ISD* will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy [Section 1116 (a)(2)].
   - The policy shall be incorporated into the local educational agency's plan developed under section 1112 (District Improvement Plan, DIP),
   - The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.

   Bryan ISD parents and district personnel will meet annually in the spring to jointly review and revise our district's PFE Policy. The role of the parents in the process will be to provide feedback and recommendations, and agree upon the updated policy. English and Spanish versions of the revised policy will be posted on the district website, the student handbook, and distributed and explained to parents at annual Title I meetings at each Title I campus. The policy will also be incorporated into the district improvement plan.

3. *Bryan ISD* will involve parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d) [Section 1116 (a)(2)(A)].

   Bryan ISD parents and district personnel will meet annually in the spring to jointly review and revise our district's DIP. The role of the parents in the process will be to provide feedback and recommendations, and agree upon the updated DIP. The plan will be shared with parents and the local community on the district website and will be available in the language of the home via Google translate.

4. *Bryan ISD* will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education [Section 1116 (a)(2)(B)].

Bryan ISD Director of Counseling will provide coordination, technical assistance, and support to Title I campuses through regular meetings with campus PFE facilitators to build the capacity of PFE programs. The DEIC will be used as a resource to review and discuss strategies to work with parents for student success.

5. *Bryan ISD* will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children [Section 1116 (a)(2)(C) and Section 1116 (e)(4)].

Bryan ISD will coordinate and integrate PFE events and activities with other campus activities, including preschool programs and literacy activities, to encourage families to be involved in their child's education, and conduct other activities such as parent resource centers and Parent Kiosks at every Title I campus for parents to access and participate in information about their child's education and school.

6. *Bryan ISD* will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying [Section 1116 (a)(2)(D)]:
    - barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
    - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
    - strategies to support successful school and family interactions.

Bryan ISD parents and district personnel will meet annually in the spring to jointly evaluate our district's PFE Policy. The evaluation will address:

- Barriers to participation,
- Needs of parents to assist in their child's learning, and
- Strategies to support successful school-family interactions.

The role of the parents in the process will be to provide feedback and recommendations in designing strategies for more effective PFE.

7. *Bryan ISD* will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies [Section 1116 (a)(2)(E)].

Bryan ISD will use findings from parent feedback and recommendations from DEIC meetings and parent surveys to help design and implement evidence-based strategies for effective parent and family engagement. The district will use the findings to revise, if necessary, the district PFE policy and plan PFE activities to support these strategies. The updated policy will be made available on the district website, the student handbook, and distributed and explained to parents at annual Title I meetings at each Title I campus.

8. *Bryan ISD* will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request [Section 1116 (a)(2)(F) and Section 1116 (e)(14)].

Bryan ISD will involve parents in the activities of the school by inviting and encouraging parents to serve on parent groups and committees, such as PTO and Parent Leadership Team. Parent Leadership Team members are selected by campus principals to represent their school. Duties of the committee include discussion and feedback on district events and input on state and federal education programs. Additionally, district personnel will provide to campus PFE facilitators information on Title I, Part A and support for other types of PFE programs or services provided by schools or frequently requested by parents and families.

9. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, *Bryan ISD* shall:

   (i) provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children [Section 1116 (e)(1)];

   Bryan ISD will provide assistance to parents in understanding such topics by conducting two annual Title I meetings at each Title I campus. The first of the two meetings will be held during the first nine-weeks of school and a letter or postcard will be sent to each child's parent informing them of the dates and times.

   (ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement [Section 1116 (e)(2)];

   Bryan ISD will provide materials and training to assist parents on such topics at PFE events and activities held at Title I campuses during the fall and spring semesters. Parents will be informed of the dates and times of programs, meetings and activities through newsletters, Tuesday folders, social media, Parent Link, classroom teachers, Campus All Inclusive Schoology Courses Parent Folder, and school marques.

(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school [Section 1116 (e)(3)];

Bryan ISD district personnel will provide training information on such topics to campus PFE facilitators to educate teachers and staff at the beginning of every school year. Parent surveys will be used to include parents in the development of these trainings. In addition, the Director of Counseling and Asst. Director of Professional Development will provide three trainings a year to campus PFE facilitators to support and train principals and teachers to promote PFE activities.

(iv) ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand [Section 1116 (e)(5)].

As outlined in the Bryan ISD Translation and Interpretation Policy, the district will provide in Spanish, and other languages as needed to the extent practicable, vital school documents including the district PFE policy, the school PFE policy, the school-parent compact, parent's right to know letter, and PFE newsletters. Interpreters will be provided as needed for translation services, and equipment for simultaneous translation will be provided for campuses to check-out as needed for PFE activities.

The Bryan ISD Parent and Family Engagement Policy is evaluated and updated annually with the help of parents. The 2021-22 policy is the result of an evaluation involving parents at the Bryan ISD District Educational Improvement Council on April 8, 2021.

Distrito Escolar Independiente de Bryan
2021-22 Política de participación de padres y familias (PFE, por sus siglas en inglés), Ley de éxito de cada estudiante (ESSA, por sus siglas en inglés) Sección 1116

La política de participación de padres y familias (PFE, por sus siglas en inglés) del Distrito establece las expectativas para la participación de padres y familias en el Distrito Escolar Independiente de Bryan. Su objetivo es cumplir con la visión de Bryan ISD de "Los niños primero. Siempre". El Distrito busca colaborar con los padres como plenos participantes en el aprendizaje y desarrollo de sus hijos a través de los siguientes métodos.

1. *El Distrio de Bryan* contactará a todos los padres y miembros de la familia e implementará programas, actividades y procedimientos para la participación de padres y miembros de la familia en programas que cumplen con los requisitos de la Sección 1116 de ESSA. Tales programas, actividades y procedimientos se planificarán e implementarán con una consulta significativa con los padres de los niños participantes. [Sección 1116 (a)(1)].

Bryan ISD se contactará y participará en conversaciones con los padres y las familias para recopilar opiniones significativas a través del Equipo de Liderazgo de Padres, el Consejo de Mejoramiento Educativa del Distrito (DEIC, por sus siglas en inglés) y las encuestas a los padres. Se prestará especial atención al reclutamiento de padres de niños que participan en los programas de Título I.

2. *Bryan ISD* recibe fondos del Título I, Parte A. Nuestra meta es planear e implementar actividades efectivas de participación de padres y familias para mejorar el rendimiento académico y el desempeño escolar del estudiante. Por lo tanto, el Distrito de Bryan desarrollará en conjunto y acordará y distribuirá a los padres y miembros de la familia de los niños participantes una política escrita de participación de padres y familias. [Sección 1116 (a)(2)].
    - La política se incorporará al plan de la agencia educativa local desarrollado bajo la sección 1112 (Plan de Mejoramiento del Distrito, [DIP, por sus siglas en inglés]),
    - La política establecerá las expectativas y objetivos de la Agencia de Educación Local (LEA, por sus siglas en inglés) para una participación significativa de los padres y la familia.

Los padres y el personal del Distrito de Bryan ISD se reunirán anualmente en la primavera para revisar y modificar conjuntamente la política de PFE de nuestro distrito. El papel de los padres en el proceso será proveer retroalimentación y recomendaciones, y estar de acuerdo con la política actualizada. Las versiones en inglés y español de la política revisada se publicarán en el sitio web del distrito, en el manual del estudiante, y se distribuirán y explicarán a los padres en las juntas anuales de Título I en cada plantel escolar de Título I. La política también se incorporará al plan de mejoramiento del distrito. La política también se incorporará en el plan de mejoramiento del distrito.

3. *El Distrito de Bryan* integrará a los padres y miembros de la familia en el desarrollo conjunto del plan de la agencia educativa local (DIP) bajo la sección 1112, y el desarrollo de planes de apoyo y mejoramiento bajo los párrafos (1) y (2) de la sección 1111(d). [Sección 1116 (a)(2)(A)].

Los padres del Distrito de Bryan y el personal del distrito se reunirán anualmente en la primavera para revisar de manera conjunta el DIP de nuestro distrito. El papel de los padres en el proceso será el de proveer opiniones y recomendaciones, y concordar con el DIP actualizado. El plan se compartirá con los padres y la comunidad local en el sitio web del distrito y estará disponible en el idioma del hogar a través de Google translate.

4. *Bryan ISD* ofrecerá la coordinación, asistencia técnica y otro apoyo necesario para ayudar y aumentar la capacidad de todas las escuelas participantes dentro de la agencia educativa local, en la planificación e implementación de actividades efectivas de participación de padres y familia para mejorar el rendimiento académico y el desempeño escolar del estudiante, lo cual puede incluir una consulta significativa con empleadores, líderes de negocios y organizaciones filantrópicas, o individuos con experiencia en la participación efectiva de los padres y miembros de la familia en la educación. [Artículo 1116 a) 2) B)].

El Director de Consejería de Bryan ISD proveerán coordinación, asistencia técnica, y apoyo a las escuelas de Título I a través de reuniones regulares con los facilitadores de PFE de las escuelas y visitas al sitio para construir la capacidad de los programas de PFE. El DEIC se utilizará como un recurso para revisar y analizar las estrategias para trabajar con los padres para el éxito del estudiante.

5. *Bryan ISD* coordinará e integrará las estrategias de participación de padres y familias bajo el Título I, Parte A, hasta donde sea conveniente y apropiado, con otras leyes y programas federales, estatales y locales relevantes, incluyendo programas preescolares públicos, y llevará a cabo otras actividades, como centros de recursos para padres, que estimulen y apoyen a los padres a participar más plenamente en la educación de sus hijos; [Sección 1116 (a)(2)(C) y Sección 1116 (e)(4)].

Bryan ISD coordinará e integrará los eventos y actividades de PFE con otras actividades del plantel escolar, que incluyen programas preescolares y actividades de alfabetización, para motivar a las familias a participar en la educación de sus hijos y llevar a cabo otras actividades como centros de recursos y quioscos para padres en cada plantel de Título I para que los padres tengan acceso y participen en la información sobre la educación y la escuela de sus hijos.

6. *Bryan ISD* llevará a cabo, con la participación significativa de los padres y los miembros de la familia, una evaluación anual del contenido y la eficacia de la política de participación de los padres y las familias en el mejoramiento de la calidad académica de todas las escuelas que reciben servicios bajo esta parte, incluyendo la identificación [Sección 1116 (a)(2)(D)]:
    - los obstáculos que impiden una mayor participación de los padres en las actividades autorizadas por esta sección (prestando especial atención a los padres que están en desventaja económica, discapacitados, con un dominio limitado del inglés y de alfabetización o pertenecientes a alguna minoría racial o étnica);
    - las necesidades de los padres y los miembros de la familia de ayudar en el aprendizaje de sus hijos, incluida la participación con el personal escolar y los maestros; y
    - las estrategias para apoyar las interacciones exitosas entre la escuela y la familia;

Bryan ISD y el personal del distrito se reunirán anualmente en la primavera para evaluar de manera conjunta la política de PFE de nuestro distrito. La evaluación tratará:

- Las barreras a la participación,
- Las necesidades de los padres para ayudar en el aprendizaje de su hijo, y
- Estrategias para apoyar las interacciones exitosas entre la escuela y la familia.

El papel de los padres en el proceso será proporcionar retroalimentación y recomendaciones en el diseño de estrategias para una PFE más efectiva.

7. *El Distrito de Bryan* utilizará los resultados de dicha evaluación para diseñar estrategias basadas en la evidencia para una participación más efectiva de los padres, y para revisar, si es necesario, las políticas de participación de los padres y las familias; [Sección 1116 (a)(2)(E)].

El Distrito de Bryan usará los resultados de los comentarios de los padres y las recomendaciones de las reuniones del DEIC y las encuestas de los padres para ayudar a diseñar e implementar estrategias basadas en la evidencia para la participación efectiva de los padres y las familias. El distrito usará los resultados para revisar, si es necesario, la política de PFE del distrito y planeará actividades de PFE para apoyar estas estrategias. La política actualizada estará disponible en el sitio web del distrito, el manual del estudiante, y se distribuirá y explicará a los padres en las reuniones anuales del Título I en cada plantel escolar de Título I.

8. *El Distrito de Bryan* involucrará a los padres en las actividades de las escuelas que reciben servicios bajo esta parte, lo cual puede incluir el establecimiento de un consejo asesor de padres compuesto por un número suficiente y un grupo representativo de padres o miembros de la familia que reciben servicios de la agencia educativa local para representar adecuadamente las necesidades de la población con el propósito de desarrollar, corregir y revisar la política de participación de los padres y la familia, y proporcionar cualquier otro apoyo razonable para las actividades de participación de los padres bajo esta sección que los padres puedan solicitar; [Sección 1116 (a)(2)(F) y Sección 1116 (e)(14)].

El Distrito de Bryan involucrará a los padres en las actividades de la escuela y motivará a los padres a prestar servicios en grupos de padres y comités, tal como PTO y el Equipo de Liderazgo de Padres. Los miembros del Equipo de Liderazgo son seleccionados por los directores de los planteles escolares para representar a su escuela. Los deberes del comité incluyen la discusión y la retroalimentación de los acontecimientos del distrito y la aportación a los programas educativos estatales y federales. Por otra parte, el coordinador del plantel escolar proporcionará información a los facilitadores PFE de la escuela sobre el Título I, Parte A y apoyo para otros tipos de programas o servicios de PFE proporcionados por las escuelas o solicitados con frecuencia por los padres y las familias.

9. Para garantizar la participación efectiva de los padres y para apoyar la colaboración entre la escuela en cuestión, los padres y la comunidad y mejorar el rendimiento académico de los estudiantes, Bryan ISD deberá:

   (i) prestar ayuda a los padres de los niños que reciben servicios de la agencia de educación local, según sea apropiado, en la comprensión de los temas tales como los estándares académicos desafiantes del estado, las evaluaciones académicas estatales y locales, los requisitos del programa de participación de los padres y las familias, y cómo supervisar el progreso del niño y trabajar con los educadores para mejorar el rendimiento de sus hijos; [Sección 1116 (e) (1)];

   El Distrito de Bryan proporcionará ayuda a los padres en la comprensión de tales temas llevando a cabo dos reuniones anuales de Título I en cada plantel escolar de Título I. La primera de las dos reuniones se llevará a cabo durante las primeras nueve semanas de clases y se enviará una carta o tarjeta postal a los padres de cada niño informándoles de las fechas y horarios.

   (ii) ofrecer materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar su rendimiento, tal como capacitación en la alfabetización y el uso de la tecnología (incluida la educación sobre los daños de la piratería de derechos de autor), según proceda, para fomentar la participación de los padres; [Sección 1116 e) 2)];

   El Distrito de Bryan proveerá materiales y capacitación para ayudar a los padres en tales temas en los eventos y

actividades de PFE que se lleven a cabo en los planteles escolares de Título I durante los semestres de otoño y primavera. La información se dará a los padres a través de boletines informativos, carpetas de los martes, medios sociales, enlace para padres y de los maestros de los salones de clase, carpeta para padres con los cursos de Schoology del plantel escolar y marquesina de la escuela.

(iii) educar a los maestros, al personal especializado de apoyo a la enseñanza, a los directores y a otros líderes de la escuela, y a otro personal, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres, y en cómo llegar a los padres, comunicarse con ellos y trabajar con ellos como colaboradores en igualdad de condiciones, implementar y coordinar los programas para padres, y crear lazos entre los padres y la escuela; Sección 1116 (e)(3);

El personal del distrito de Bryan proporcionará información de entrenamiento sobre tales temas a los facilitadores de PFE del plantel escolar para educar a los maestros y al personal al principio de cada ciclo escolar. Las encuestas de los padres se utilizarán para incluir a los padres en el desarrollo de estos entrenamientos. Además, el Director de Consejería y el Director Asistente de Desarrollo Profesional proveerán tres capacitaciones al año a los facilitadores de PFE del plantel escolar para apoyar y capacitar a los directores y maestros para promover las actividades de PFE.

(iv) garantizar que la información relacionada con los programas, reuniones y otras actividades de la escuela y de los padres se envíe a los padres de los niños participantes en un formato y, en la medida de lo posible, en un lenguaje que los padres puedan entender; Sección 1116 (e)(5).

Como se indica en la política de traducción e interpretación de Bryan ISD, el distrito proporcionará en español, y otros idiomas según sea necesario en la medida de lo posible, los documentos escolares esenciales, incluyendo la política de PFE del distrito, la política de PFE de la escuela, el acuerdo entre la escuela y los padres, la carta de derecho a saber de los padres, y los boletines de PFE. Se facilitarán intérpretes según sea necesario para los servicios de traducción, y se prestará equipo para la traducción simultánea a los planteles escolares cuando sea necesario para las actividades de PFE.

La Política de Participación de Padres y Familias de Bryan ISD es evaluada y actualizada anualmente con la ayuda de los padres. La política 2021-22 es el resultado de una evaluación con la participación de los padres en el Consejo de Mejoramiento Educativo del Distrito de Bryan ISD el 8 de abril de 2021

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

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Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	● Who have made a qualifying move within the previous 1-year period; AND ● Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	● Who have made a qualifying move within the previous 1-year period; AND ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: Bryan ISD	Priority for Service (PFS) Action Plan	Filled Out By: Margaret DeJesus
Region: 6	School Year: 2020 - 2021	Date: 8/15/2021

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).*

Goal(s):	**Objective(s):**
The goal for the BISD Migrant Program's Priority for First Services students is to assist them in achieving or exceeding the standard level of academic progress in comparison to their non-migrant peers.	Migrant students, including Priority for First Service (PFS) students, will increase their academic performance on District Assessments/Benchmarks/STAAR/STAAR EOC by increasing average score percentage points in the following areas (Approaches category): **Reading** 27% of migrant students achieved "meets" grade-level expectations on the '20-'21 Reading STAAR test, compared to 33% of their non-migrant peers. **Our objective is to grow all students in all grade levels at least 3 percentage points in reading.** **Writing** 14% of migrant students achieved "meets" grade level expectation on the '20-'21 Writing STAAR test, compared to 23% of their non-migrant peers. **Our objective is to grow all students in all grade levels at least 3 percentage points in writing.** **Math** 29% of migrant students achieved "meets" grade level expectations on the '20-'21 Math STAAR test, compared to 37% of their non-migrant peers. **Our objective is to grow all students in all grade levels at least 3 percentage points in math.**

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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	Monthly, by the last day of each month (September – August)	ESC6 Migrant/NGS Specialist or Technician	NGS PFS reports; emailed to migrant contact (J. Garcia)
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	By August 17	Migrant Recruiter/ Compliance Coordinator	Final copy of plan to ESC6
Additional Activities			
▪ Complete credit summaries for all high school students. ▪ Progress monitor all migrant students including those that qualify as PFS to ensure academic progress virtually or face to face.	August-September; January -February; April-May	Migrant Recruiter, Campus Admin, Migrant Tutor	Credit summary evaluations/reports, progress monitoring logs
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	By November 6th	Migrant Recruiter, Compliance Coordinator	Email confirmation of receipt from principals and staff
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	By November 6th and monthly thereafter	Migrant Recruiter; Compliance Coordinator	Phone Log, parent virtual meeting sign- ins
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Monthly, or as needed	Migrant Recruiter; Compliance Coordinator	Virtual meeting logs and/or phone logs (Due to Covid-19 home visits may not be possible)
Additional Activities			
▪ PFS students will be notified through phone calls or virtual meetings of their current academic status. Parents will also be notified virtually or via phone.	Monthly, or as needed	Migrant Recruiter; Compliance Coordinator	Phone log or parent virtual meeting sign in sheets
Provide services to PFS migrant students.			

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▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Every 3 weeks	Migrant Recruiter; Compliance Coordinator	progress reports, report cards, phone logs
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Instructional services: beginning in October students will be served by virtual tutors, provided social services and agency assistance-as needed.	Migrant Recruiter; Compliance Coordinator	Monthly log; mileage log; recruiter calendar
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Monthly, August-May	Migrant Recruiter; Compliance Coordinator	Monthly Log
Additional Activities			
▪ Students who have failed the state assessment (s), or did not participate, will be supported with tutoring services and supplemental study guides. ▪ Students who have been retained or did not accrue credit(s) will be supported with tutorial services, CBE, and Edgenuity (district's credit recovery software),and the possible option of attending MC Harris.	August-May	Migrant Recruiter, Campus Admin., Migrant Tutor and Compliance Coordinator	Tutor Logs, CBE grades, Edgenuity completion records, MC Harris enrollment, Attendance make-up hours log

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LEA Signature **Date Completed** **ESC Signature** **Date Received**

Step 1. Review Current Data and Conduct a Root Cause Analysis

Answer the following guiding questions to reflect on the current equity plan.
1) Did the aligned strategy to eliminate the gap accomplish the desired equity goal based on the performance measure target?
2) Would you implement a new strategy, or would you enhance elements of the existing strategy?
3) What were the lessons learned, and how will they inform refinements for this year's equity plan?

If you need additional resources for this section, you may refer to the Step 1 Resources.

Reflections on Current Equity Plan	Our current Equity Plan centered upon improving the quality of inexperienced teachers' instructional practices by providing effective and ongoing professional development for all ELA and Mathematics educators. Significant progress was made to better support teachers, but because no state assessments occurred in the Spring of 2020, we are unsure if our efforts eliminated or reduced the equity gap.

Develop an overarching problem statement that is aligned to the findings in the equity gap analysis of ineffective teaching.

Problem Statement 1:	Bryan ISD continues to have high numbers of inexperienced teachers throughout the district.

Further refine your problem statement by creating a second statement with a focus on the challenge of attracting, assigning, supporting, or retaining effective, experienced, and in-field teachers in the highest need campuses serving low-income, African-American, and Hispanic students. Provide at least one root cause that is aligned to the problem statement as it relates to attracting, supporting and retaining effective teachers. Be sure the root cause analysis (RCA) reflects district, campus, and teacher levels

Problem Statement 2:	The district lacks a competitive compensation package to attract veteran teachers.

In the root cause analysis below, please capture any potential root causes that the data revealed. In the first row of each category, write the highest leverage root cause for the district to address. **(Note: you may not have root causes in all three sections attract, assign, support, retain)**

Root Causes as They Relate to ATTRACTING Effective Teachers	**Root Causes as They Relate to ASSIGNING Effective Teachers**	**Root Causes as They Relate to SUPPORTING Effective Teachers**	**Root Causes as They Relate to RETAINING Effective Teachers**
The district lacks a competitive compensation package to attract veteran teachers.		Because of our high numbers of ACP and 0-5 year experience teachers, the professional development needs are high.	New teachers lack the skills to navigate the complexities involved with being a new teacher.

Step 2. Select Strategies & Plan for Implementation

To ensure that your Equity Plan includes strategies align to the Effective Schools Framework, review the district commitments and select the commitment(s) that align(s) to your selected strategy.

Root Cause Category (from Step 1)	Identified Root Cause (from Step 1)	Selected Equity Plan Strategies (from Step 2)			Year 1 Mid-Year Milestone(s)	Year 1 End-of-Year Milestone(s)	Year 2 Mid-Year Milestone(s)	Year 2 End-of-Year Milestone(s)
		Selected Equity Plan Strategies	ESF Lever	District Commitment				
Root Causes as They Relate to ATTRACTING Effective Teachers	The district lacks a competitive compensation package to attract veteran teachers.	Given the findings from the salary study, consider incorporating the prioritized findings which will result in recommendations to attract highly effective teachers.	Lever_1_Strong_School_Leadership_and_Planning	2.2 The district provides incentives for the strongest teachers to work in the lowest-performing schools.	Consider what recommendations can be incorporated into our financial incentives.	Recommend adjustments to financial incentives for next school year	Evaluate if the implementation of the recommendations had effects on teacher attraction.	Make adjustments to recommendations that can be incorporated into our financial incentives for the coming school year.
Root Causes as They Relate to ASSIGNING Effective Teachers								
Root Causes as They Relate to SUPPORTING Effective Teachers	Because of our high numbers of ACP and 0-5 year experience teachers, the professional development needs are high.	Continue the development of a professional learning plan that includes essential learnings for all ELA and Mathematics educators based on their assignment and years of experience and provide ongoing mentorship and coaching at the campus level.	Lever_2_Effective_Well_Supported_Teacl	2.6. The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development.	Identify and schedule professional learning plan for educators.	Implement the professional learning plan for educators.	Solicit feedback from new teachers, mentors, and administrators on the impact of training.	Review and evaluate PD. If not successful, then identify adjustments, make necessary refinements that are more aligned to the training goals, learning outcomes, and implementation plan.
Root Causes as They Relate to RETAINING Effective Teachers	New teachers lack the skills to navigate the complexities involved with being a new teacher.	District-wide campus-based mentoring program will be implemented for new teachers.	Lever_2_Effective_Well_Supported_Teacl	2.8. District policies and practices ensure that campuses have effective, well-supported teachers.	Incorporating individualized supports and mentoring for new teachers.	Increase satisfaction of new teachers with school's effectiveness at providing mentor support	Monitor and adjust the placement of mentors to support new teachers.	Review and evaluate teacher data to monitor the effectiveness of teacher coaching.

Step 3. Plan Progress Monitoring

Who will be on the team to track the implementation progress for each of the selected goals? What will their roles be on this team?

Proposed Progress Monitoring Team	Responsibilities (include strategy or other areas, such as data analysis)
Barbara Ybarra, Associate Superintendent for Teaching & Learning	*Strategy, Teaching & Learning*
Robin Trowbridge, Coordinator Grants and Special Revenue	*Budgets, funding*
Carol Cune, Executive Director of Human Resources	*Staffing, Salary*
Sarah Chupp, Assistant Director, AREA	*Data collection and analysis, student performance and discipline*
Shay Sicinski, Assistant Director of Human Resources	*Staffing, Certification*

Use the list of strategies and milestones from *Step 2. Selecting Strategies* to help you complete the blank Progress Monitoring Plan Template below.

Each strategy that you have chosen should have its own progress monitoring plan; record them in the top left corner of the Progress Monitoring Plan Template. Some strategies may be complex; thus, it may be useful to break them into smaller sub-strategies. Your team should discuss each strategy in turn and make sure that the final progress monitoring plan has enough detail so that someone who is unfamiliar with your equity plan can understand how the strategy will be implemented in your district.

Problem Statement:
Bryan ISD continues to have high numbers of inexperienced teachers throughout the district.

Long-Term Outcomes: We expect to see these long-term changes in two or more years:
The district will retain teachers and continue provide professional development to increase their skill set as they become experienced teachers.
The district will strive to retain teachers resulting in the majority of the teaching workforce have 3 or more years of experience.
District surveys and feedback will show teachers' perceptions of the school's effectiveness at handling student discipline and behavioral issues will improved from 62% agree to 70% agree.

Root Cause	Strategies and substrategies:	Year 1 Mid-Year Milestone(s)			Year 1 End-of-Year Milestone(s)		Year 2 Mid-Year Milestone(s)		Year 2 End-of-Year Milestone(s)	
What are the highest leverage root causes identified to address?	*What strategies and substrategies will you implement to address this root cause?*	*What are the next steps you will take to implement this strategy and achieve the outcome(s)?*	*If your strategy is well implemented, what will you see in up to 6 months?*	*What data will you collect to help you know if this strategy is working?*	*If your strategy is well implemented, what will you see in 6–12 months?*	*What data will you collect to help you know if this strategy is working?*	*If your strategy is well implemented, what will you see in 12–18 months?*	*What data will you collect to help you know if this strategy is working?*	*If your strategy is well implemented, what will you see in 18–24 months?*	*What data will you collect to help you know if this strategy is working?*
The district lacks a competitive compensation package to attract veteran teachers.	Given the findings from the salary study, consider incorporating the prioritized findings which will result in recommendations to attract highly effective teachers.	Teacher compensation recommendations to the Board of Trustees will include annual step raises for each year of service as well as potential overall rate increases and benefit packages.	Teacher survey data will show increased satisfaction with compensation moving from a 2.72 to a 2.8.	Teacher survey data	Retention and attraction of teachers at all years of experience resulting in progress towards the majority of the workforce with 3 or more years of experience.	Teacher years of experience	Continued progress on the teacher survey regarding levels of satisfaction with compensation resulting in a 2.9	Teacher survey data	Retention and attraction of teachers at all years of experience resulting in the majority of the workforce with 3 or more years of experience.	Teacher years of experience
Because of our high numbers of ACP and 0-5 year experience teachers, the professional development needs are high.	Continue the development of a professional learning plan that includes essential learnings for all ELA and Mathematics educators based on their assignment and years of experience.	Incorporating professional development into Professional Learning Communities to allow for job-embedded opportunities to maximize teacher effectiveness.	Teacher survey data will show increased satisfaction with professional development opportunities moving from a 2.88 to a 3.0.	Teacher survey data	Retention and attraction of teachers at all years of experience resulting in progress towards the majority of the workforce with 3 or more years of experience.	Teacher years of experience	Continued progress on the teacher survey regarding levels of satisfaction with compensation resulting in a 3.1	Teacher survey data	Retention and attraction of teachers at all years of experience resulting in the majority of the workforce with 3 or more years of experience.	Teacher years of experience
New teachers lack the skills to navigate the complexities involved with being a new teacher.	District-wide campus-based mentoring program will be implemented for new teachers.	Incorporating individualized supports and mentoring for new teachers.	Teacher survey data will show increased satisfaction with school's effectiveness at mentor support.	Teacher survey data	Retention and attraction of teachers at all years of experience resulting in progress towards the majority of the workforce with 3 or more years of experience.	Teacher years of experience	Continued progress on the teacher survey regarding satisfaction with school's effectiveness at mentor support above 70%.	Teacher survey data	Retention and attraction of teachers at all years of experience resulting in the majority of the workforce with 3 or more years of experience.	Teacher years of experience

What will be your team's protected, regular meeting time? Below are some things to consider when creating your meeting schedule.

The district team will establish a time and place to collect and review evidence of progress toward each goal and strategy. Your team may find the Project Management Planning Templates (Template II provided below) to be a useful resource in planning your timeline and meeting schedule. To make your meetings the most effective, you also may want to:

- Assign tasks to a specific person.
- Brainstorm where to get each data point and when it will need to be requested.
- Determine where the data will be housed and who will manage or maintain it.
- Determine how data should be analyzed and presented to the team at the meeting.

Equity Plan Meeting 1/17/2023

Agenda	Sign-in	Role
Review Equity Plan Needs and Strategies	***Barbara Ybarra***	**Associate Superintendent of Teaching and Learning**
Update Action Plan and Progress Monitoring		**Executive Director of Human Resources**
		Asst. Director of Human Resources
	Sarah Chupp	**Asst. Director, AREA**
	Robin Trowbridge	**Coord, Grants and Special Rev**

CNA Equity Plan Needs Assessment

Teacher Years of Experience:

8% teachers new to the profession (down from 9%), 36% 1-5 years of experience (down from 38%), 20% 6-10 years (up from 17%), 22% 11-20 years (down from 23%), and 14% with more than 20 years of experience (up fron

Staff Engagement/Perceptions:

18.9% Teacher turnover (down from 22.5%), 79% of teachers agree that the professional learning provided in Bryan ISD positively impacts their ability to work with students (up from 72%

DIP Equity Plan Strategies

Strategy 1. Attract teachers through the incorporation of Teacher Incentive Allotment designation and supports that will work to support all teachers, increasing their ability to meet and exceed student growth measures

Strategy 2. Support teachers by providing effective and ongoing professional development in order to meet corresponding Teacher Incentive Allotment designations as well as mentorship and coaching at the campus level

Strategy 3. Retain teachers through the implementation of a districtwide campus-based mentoring program for new teachers as well as coaching support for Teacher Incentive Allotment mentoring program

Updates Reporting template updates in yellow

Equity Action Plan and Progress Tracking Tool
For each six month cycle, make a copy of this tab and edit as necessary.

	Strategy #1	Strategy #2	Strategy #3	Strategy #4	Strategy #5	Strategy #6
Selected Strategy	Given the findings from the salary study, the district will incorporate the prioritized findings which will result in recommendations to attract highly effective teachers.	Continue the development of a professional learning plan that includes essential learnings for all ELA and Mathematics educators based on their assignment and years of	Provide support for new teachers to increase retention rate			
District Commitment	2.2 The district provides incentives for the strongest teachers to work in the lowest-performing schools.	2.6. The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and	2.8. District policies and practices ensure that campuses have effective, well-supported teachers.			
Annual Desired Milestone for Strategy	Make adjustments to recommendations that can be incorporated into our financial incentives for the coming school year.	Review and evaluate PD. If not successful, then identify adjustments, make necessary refinements that are more aligned to the training goals, learning outcomes, and implementation plan.	Review and evaluate teacher data to monitor the effectiveness of teacher coaching.			
Desired Mid-Year Milestone	Evaluate if the implementation of the recommendations had effects on teacher attraction.	Solicit feedback from new teachers, mentors, and administrators on the impact of training.	Monitor and adjust the placement of mentors to support new teachers.			
Barriers to address during this cycle	Funding may create a barrier to incorporating findings during this period	Funding may create a barrier to developing essential learning plan during this period	Staff turnover may create a barrier to incorporating findings during this period			

Action Plan-Milestones

Mid-Year Milestones	Year of Implementation	Selected Strategy	Timeline	Resources Needed	Person(s) Responsible	Metric/Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/ Next Steps
Evaluate if the implementation of the recommendations had effects on teacher attraction	Year 2	Given the findings from the salary study, the district will incorporate the prioritized findings which will result in recommendations to attract highly effective teachers.	June-August, 2021 and Dec 2021, May 2022	Funding, Local/Federal, ESSER	KB, CC	Teacher survey data will show increased satisfaction with compensation	Teacher survey	Salary increases and Fall attendance incentive implemented. Spring 2022 survey showed an 8% decrease in compensation satisfaction while 85% of teachers were satisfied with the retention	Report on survey responses regarding the 3 bonuses throughout the 2022-2023 school year to help determine if that additional money made a difference in teacher retention.
Solicit feedback from new teachers, mentors, and administrators on the impact of training.	Year 2	Continue the development of a professional learning plan that includes essential learnings and tiered support for all ELA and Mathematics educators based on their assignment and years of experience.	Ongoing	Funding, Local/Federal	BY, KB	Teacher survey data will show increased satisfaction with professional development opportunities	Teacher survey	The Essential Learning plan continues to be developed and is currently on hold due to local conditions related to the pandemic. Spring 2022 teacher survey showed a 7% increase in satisfaction with professional learning.	New survey data is needed as these programs have started increasing again.
Monitor and adjust the placement of mentors to support new teachers.	Year 1	A district-wide campus-based mentoring program as well as coaching support will be implemented for new teachers.	Ongoing	Funding, Local/Federal	KB, CC	Teacher survey data will show increased satisfaction with school's effectiveness at providing mentor support	Teacher survey	While mentoring has continued and will be able to be conducted in person, more is needed. Spring 2022 survey showed a 4% decrease in satisfaction with mentor	New survey data is needed as these programs have started increasing again.

School Leadership

1. Consider Approval of the 2023-2024 Campus Improvement Plans 192

Bryan Independent School District

Bonham Elementary School

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2023, the Bonhan CNA committee met on May 3, May 16, and May 24, 2023, in order to determine strengths and weaknesses based on a comprehensive needs assessment of the entire school. The planning committee was composed of administrators, teachers representing all levels, paraprofessionals, parents, SPED staff, and administrators. Data sources analyzed by the committee included student and staff surveys, achievement data (MAP, STAAR DBA's, CIRCLE), TTESS, AR reports, eSchool rosters (SPED, GT, ethnicity, migrant, homeless, dyslexia, speech, at-risk, emergent bilingual) for demographics, and 5Lab reports (attendance and discipline). As a result of the needs assessments, the following areas of strengths and needs emerged.

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Strengths:

- We are a neighborhood school with lots of family support and parental involvement
- 14 teachers received Teacher Incentive Allotments
- Strong school culture
- Strong mentor/induction program
- Effective implementation of Safe and Civil School and Foundations team
- Buc Block built-in intervention time
- Slight enrollment increase
- More students are identified for SPED and GT so that they can grow academically, socially, and emotionally.
- The accelerated Reading program is a huge success
- 2nd and 3rd-grade students met projected growth for Math MAP and 2nd grade had projected growth for MAP Reading.

Needs:

- Writing continues to be a focus area with the new writing formats for TELPAS and STAAR
- Our attendance was a 94.79%.
- Not enough projected growth for Kindergarten and 1st grade for Reading and Math MAP.
- Computer Lab IA is needed since the position will no longer be covered as full-time employee

- SMART snacks for PFE
- PFE Resources and Material
- PFE Childcare
- Interventionist to support student achievement that will pull small groups
- Professional and paraprofessional tutors to support small group interventions for Reading and Math
- Attendance incentives for students, staff, and families such as treats, snacks, and lunches every 6 weeks.
- Library books, Pebble Go, Accelerated Reader, RAZ Kids, and Author visit in or to promote and encourage and support literacy.
- 203 classroom referrals this past year. The majority of campus discipline occurs in the classroom (134) and 101 are incidents by African Americans

Due to the needs assessment, attendance, writing, growth in MAP, and keyboarding in a computer lab, TIER 1 partnered with CHAMPS behavior in the classroom were identified as needs in the classroom. 196

Title 1 Element 1

Demographics

Demographics Summary

Demographics Summary

Bonham Elementary is a Pre-K thru 4th Title 1 Campus that sits North of Bryan. Bonham Elementary offers 4 programs: Pre-Kindergarten, general, and bilingual education. Bonham also has a SOAR that is self-contained and PASS program that is offered to Special education students who are labeled as OHI for ADD/ADHD, emotionally disturbed (ED), Oppositional defiant disorder (OD), etc. This past year we opened up a self-contained SAILS unit for Special education students who are diagnosed with specific intellectual disabilities, cerebral palsy, and other disabilities that require assistance. Bonham Elementary is a PreK-4th grade Title I campus composed of 535 students. Of those students, 71% are Hispanic (370),16% are White (86), 11% are African-American (58), and 1.90% are multi-racial (10). Approximately 38% (202) of our students are Emergent Bilingual and of those 202, 4 are migrant students. 68 % of our students qualify for free lunch (363), 4% qualify for reduced lunch (19) and 77.95% are economically disadvantaged and 69% of our students are at-risk (367). Bonham is a diverse campus, where our demographics continue to change and evolve with our growing community. We serve 108 Special Education students and 15-504 students, 23-GT students, 32 dyslexic students, 1 foster care student and 18 of our students qualify as homeless.

This past school year, many interventions were put in place to focus our instruction and to raise student achievement. We instituted a 50-minute PLC and team planning block every week to develop and nurture teacher content knowledge. We hired six professional tutors and 3 paraprofessional tutors to deliver targeted reading and math interventions in our neediest classrooms. We held after-school tutoring to help close achievement gaps observed through classroom testing data.

Bonham has embraced Safe and Civil Schools and has a Foundations team that has come together to look at data and determine areas of need that can benefit from having a policy in place. The committee has created a policy for dismissal and in the process created a school-wide attention-getting signal and pledge for the students that is recited each day. The staff and students continue to embrace the Essential 8 initiative of the district and social skills are taught daily for the first 15 minutes of the day. Bonham's Mission Statement is, "The students, staff, and families at Bonham Elementary empower all students to reach their fullest potential in a safe and encouraging learning environment that provides the necessary tools for them to be life-long learners and productive members of their community." Bonham's Motto is "SAIL the course to success!"

Enrollment:

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
620	534	517	524	535	

Referrals:

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
120	46	94	126	213	

Accountability Ratings

2023: Awating accountability rating.
2022: C-76
2021: Not rated-Declared state of disaster
2020: Not rated-Declared state of disaster
2019: Met Standard- 2 Distinctions: Math and Postsecondary Readiness
2018: Met Standard - 2 Distinctions: Closing the Gaps and Postsecondary Readiness

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Bonham Demographics Table

Year	Total Enroll.	%H	%W	%AA	%SPED	%GT	%EB	%504	%Attend
17-18	592	66.01	19.12	11.6	5.56	10	29.41	2.61	96.29
18-19	516	67.98	16.20	12.99	6.78	35.78	35.78	3.39	96.251
19-20	534	69	16	11.66	8	5	31	3	
20-21	517	73	15	11	8	10	37	1	95
21-22	524	71	16	11	15	17	35	2	95
22-23	535	71	15	11	19	23	38	3	94.7

Bonham's curriculum is aligned to TEKS, ELPS, and CCRS based on student success on STAAR and state ratings. Teachers are implementing the district's curriculum as evidenced by student success on concept quizzes, DBAs, benchmarks, and mastery checks. This year we continue to conduct MAP testing for grades K-4 at the beginning, middle, and end of the year. MAP, or the Measure of Academic Progress, is a computerized adaptive test that helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child's academic growth. The testing information is important to teachers because it indicates a student's strengths and help that is needed in any specific area. Teachers can use this information to help them guide instruction in the classroom. Special Programs at Bonham include Pre-K, SOAR, PASS, SAILS, and Bilingual. This next school year we are opening a second SAILS life

skills unit. The SOAR/PASS program will merge with the FLEX program and be named B.E.S.T support which stands for Behavioral emotional social team support. All elementary campuses will have BEST support systems and serve their own students zones for their campus. Extracurricular events and clubs are student council, Robotics, Chess, Jr. Ambassadors and UIL events held throughout the year to keep students actively engaged and motivated to continue to perform academically.

A master schedule will include a 50-minute specials time for conference time. Grade levels have 1 day designated for PLC during specials time. The schedule will also include a 40-minute intervention time known as “Buc Block” where interventions take place and students who receive special services like Resource, Speech, tutoring, GT pull out, this is the time that services occur. In addition, each grade level will have a designated day of a 55-minute planning period once a week to take place at the end of the day called “extra specials.” Specials will include P.E., Art, Music, and computer where students will rotate during the specials time, and for the extra specials, library, and counselor are added to the rotations.

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The following are Bonham’s mission and motto:

Bonham Mission Statement-The students, staff, and families at Bonham Elementary empower all students to reach their fullest potential in a safe and encouraging learning environment that provides the necessary tools for them to be lifelong learners and productive members of their community.

Bonham Motto-SAIL the course with excellence to success!

Demographics Strengths

-Diverse population
-EB (95.57%) have better attendance than non-EB (94.21%)
-Neighborhood School with lots of family support
-3 new builders with new homes to the area
-14 teachers received Teacher Incentive allotments

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance for 22-23 school year was 94.79% **Root Cause:** There are no parental consequences for truancy.

Student Learning

Student Learning Summary

Student Learning Summary

Formative, Summative, and Diagnostic
How are our students doing?

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Formative, Summative, and Diagnostic

We have a 50-minute PLC and team planning block every week to develop and nurture teacher content knowledge where an administrator is present and teachers talk about the standards and discuss ideas for lessons, stations, reteach, and extension ideas. We provided four professional tutors to deliver targeted reading and math interventions in our neediest classrooms. We held after-school tutoring to help close achievement gaps observed through classroom testing data. Below are the results of MAP, TELPAS and STAAR 2023.

2023 Accountability Breakdown by Domains

Domain I: Met Standard	72
Domain II, Part A:	62
Domain II, Part B:	80
Domain III:	71
Overall:	77

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2023 STAAR Averge Score	Campus	District	Region	State
3rd Math	51%	51%	54%	51%
3rd Reading	44%	48%	54%	52%
4th Math	58%	55%	58%	55%
4th Reading Meets/Masters	46%	48%	52%	50%

2022 Accountability Breakdown by Domains

Domain I: Met Standard 70
Domain II, Part A: 77
Domain II, Part B: 75
Domain III: 73
Overall: 76

2023 EOY MAP Reading Met Projected Growth

Grade Level	District Average Percent	Campus Average Percent
Kindergarten	39%	26%
1st Grade	35%	20%
2nd Grade	53%	60%
3rd Grade	49%	38%
4th Grade	50%	49%

2023 EOY MAP Math Met Projected Growth

Grade Level	District Average Percent	Campus Average Percent
Kindergarten	54%	45%
1st Grade	39%	32%
2nd Grade	55%	63%
3rd Grade	67%	64%
4th Grade	54%	47%

2023 EOY Science Met Projected Growth

Grade	District Average Percent	Campus Average Percent
2nd Grade	59%	72%
3rd Grade	57%	60%
4th Grade	56%	52%

Student Learning Strengths

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-2nd and 3rd-grade students met projected growth for Math MAP
-2nd grade met projected growth for MAP Reading.
2nd-4th met projected year's growth for Science MAP

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Need for systematic writing across content in preparation for STAAR RLA and TELPAS assessments. **Root Cause:** Lack of consistent progress monitoring, support and follow-through for accountability for teachers on writing.

School Processes & Programs

School Processes & Programs Summary

The district curriculum is aligned to TEKS, ELPS, and CCRS based on student success on STAAR and state ratings. Teachers are implementing the district's curriculum as evidenced by student success on concept quizzes, DBAs, benchmarks, and mastery checks. Will continue to utilize tutoring to provide targeted instruction to students to address the gaps due to unfinished learning in order to best meet the needs of our students. Consistent teaching assignments have been a priority and have helped establish higher academic success.

The master schedule included 50-minute "specials time" for teacher conference time. Grade levels had 1 day designated for PLC during specials time for PreK, 3rd and 4th grades. Kindergarten, 1st and 2nd grades met twice weekly for PLC due to those classrooms being self-contained and having to cover more content. The schedule included a 40-minute intervention time called, "Buc Block" where interventions with teachers and tutors, Speech, GT pull out, and Resource time all take place in this block. Also, lesson plans included intervention plans that included skills and activities to be addressed. In addition, each grade level had a designated day of a 50-minute planning period once a week to take place at the end of the day called "extra specials" but use solely as a PLC time. Grade levels are planned collaboratively to design aligned, rigorous, and engaging lessons that will impact student achievement. Data talks also take place after the new MAP online assessments that include filling out progress charts that provide teachers with skills and grouping information as well as with Benchmarks. Progress monitoring did occur with our 3rd and 4th graders for teacher accountability as well as having the opportunity to talk about kids and see how the teacher is maintaining documentation and keeping up with information. The walks throughs became more relevant for the administrative team as we were able to see the lessons, activities and stations in action the following week after having discussed the plans the prior week while also seeing a need to walk through interventions to ensure that they are being carried out to the fidelity that they should be based on walkthrough data, observations, and discussions during admin. team meetings.

Specials include P.E., Art, Music and computer where students rotate during the teacher conference time and for the extra specials, library, and counselor were added to the rotations. This next year, the computer lab assistant will be funded out of local. We instituted a 50-minute PLC and team planning block every week to develop and nurture teacher content knowledge where an administrator is present and teachers talk about the standards and discuss ideas for lessons, stations, reteach, and extension ideas. In computer, students have begun keyboarding skills to help them as we move into testing entirely online this next year as well as to support the new writing that is embedded in the STAAR ELA/R and TELPAS testing. We hired six professional tutors to deliver targeted reading and math interventions in our neediest classrooms. We held after-school tutoring beginning in the Fall to help close achievement gaps observed through classroom testing data.

The Accelerated Reader program has been a huge part of motivating, encouraging, and helping our students not only have a love of reading but progress and grow in their reading ability. The initiative is possible with the help of our library assistant who helps teachers with setting up classes, goals and monitoring students' levels of books that are checked out. She also monitors the reports of classes to make sure students are taking tests at their level. Bulletin boards are displayed to show number of points earned per grade level. Prizes such as name on hall of fame, to pizza with the principal and 100 point club t shirts with many fun prizes in between are in place for students as they reach these goals.

Bonham's leadership team consists of the Principal, Asst. Principal, Counselor, 2 Instructional Coaches, and Interventionist. The team meets weekly to discuss teacher needs, walkthrough schedule, PLC plans, look at teacher and academic data and other needs.

We have an effective RTI process and bringing in a Multi-Tiered Support System (MTSS) next school year. The team meets weekly on Fridays with teachers to address student academic and behavioral issues that may arise and when there is a need. WIth MTSS, concerns will address academic, behavior, social and emotional.

We have an interventionist who wears many hats. She knows the needs of our students, and students and has great relationships with our tutors and college students.

She pulls reading intervention groups and works closely with our tutors to provide intense instruction and interventions to our struggling learners.

We have a strong and successful Mentor/Mentee program entitled “Newbies on the Block.” New staff are assigned a mentor and meet monthly with the support and guidance of our new Mentor Coordinators that plan prepare and facilitate the meetings as well as attend meetings and trainings throughout the year.

Bonham has an active PTO board however with the pandemic it has been a challenge to get families back involved and participating as it used to be before COVID. Fortunately, the number of families that are involved are the ones keeping the organization running successfully.

School Processes & Programs Strengths

-Strong mentor program “Newbies on the Block”
-Buc Block built-in intervention time
-Effective implementation of Foundations-Safe and Civil Schools
-Accelerated Reader program is a huge success
-RAZ Kids used in stations to support literacy at school and at home
-85% of parents that filled out the Spring 23 survey see the positive impact of Essential Eight lessons
-Effective guidance classes in K-4 classrooms

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Classroom behavior is still a concern with CHAMPS in place. **Root Cause:** Incidents and referrals are high in the room due to the lack of consistent implementation of CHAMPS with accountability.

Perceptions

Perceptions Summary

Bonham has created a family culture where our students, staff, and families feel welcomed and appreciated. Many who come to visit our school are always complimentary of the positive school culture and climate that is felt when you enter the building and even more so when you see our students and staff engaged in teaching and learning. Bonham is a generational school where students have parents and even grandparents that attended. Bonham is a diverse, family-oriented learning environment where the staff, students, families, and community treat one another like family and all feel valued. Based on the Spring Survey 2023, 91% express that they feel welcome in the school. Bonham staff believe all children can be successful and will do whatever it takes to help students be successful. As a parent states, “They are friendly always greeting children coming in and leaving school." Another parent says, "Easy to talk to their teachers and very fast and easy to communicate with any concern.”

Bonham has embraced the Essential 8 and daily social skills lessons initiative of the district and has just completed its third year of implementation. Based on the Spring parent survey, 83% of families have seen the positive impact of the E8 initiative. Bonham’s Mission Statement is, “The students, staff, and families at Bonham Elementary empower all students to reach their fullest potential in a safe and encouraging learning environment that provides the necessary tools for them to be life-long learners and productive members of their community.” Bonham's Motto is “SAIL the course to success.” We will continue with parts of positive behavior implementation support while bringing in safe and civil school initiatives and training.

Based on the Spring 2023 Employee Data Survey, 90% of staff agree Bonham has a positive culture. Based on the employee survey, 95.3% enjoy coming to work most days.

Perceptions Strengths

-90% of staff that filled out the Spring Survey say the school has a positive school culture
-95.3% of staff that filled out the Spring 23 survey enjoy coming to work most days
-91% of parents that filled out the Spring 23 survey feel welcome at school and feel that school is a friendly place.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some of the Bonham staff that filled out the Spring Survey are somewhat satisfied with being recognized, valued, and respected. **Root Cause:** Lack of teacher and staff validation, recognition, and affirmation.

Priority Problem Statements

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Goals

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 1: By May 2024, we will increase the number of students who approached on STAAR from 75% to 85%, meets from 41% to 51%, and masters from 16% to 35% as a result of effective differentiated instruction.

High Priority

Evaluation Data Sources: 2023 STAAR, MAP and DBA Data

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Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Bonham will provide the opportunity for all students to meet state standards by providing core content area teachers to increase their competency in the utilization of detailed lesson planning through weekly planning with instructional coaches (PLC) with the inclusion of mastery checks, district assessments, and the progress monitoring of student mastery. Grade-level representation will be in attendance at district collaborative meetings to ensure a well-rounded education where all (LEP, AA, ED) children meet the state's approaches, meets or mastered levels of performance. **Strategy's Expected Result/Impact:** Walk throughs, lesson plans **Staff Responsible for Monitoring:** Campus Admin., Lang. Arts Instructional coach, teachers **Title I:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bonham will address the needs of all students, particularly those at-risk of failing state standards with the guidance and monitoring of a reading interventionist, consistent and strong implementation of the MTSS/RTI process will be used to guide teachers with implementation of intervention strategies that meet the needs of low performing and at-risk students to include guided reading, Raz Kids, ST Math, Imagine Math, AR, MAP, interventions, and small group instruction to align the number of students receiving special education services to the demographic breakdown while increasing the quality of learning time and help to provide an accelerated curriculum and close the learning gap that we are still seeing from the pandemic.				

Strategy's Expected Result/Impact: Increased academic achievement of low-performing students, close gaps **Staff Responsible for Monitoring:** Campus Admin. Instructional coaches, Interventionists **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional/Reading Inteventionist - ESSER - $28,560, Instructional/Reading Interventionist - Title I, A - $49,234				209

Strategy 3 Details	Reviews			
Strategy 3: Bonham will increase learning time and provide a well-rounded education by providing effective and timely additional assistance to increase the amount and quality of learning time which may include tutoring/in-class assistance, interventions provided by the interventionist, teachers, and tutors will be provided before, during, and after school, as needed to meet the needs of low performing or at-risk students, including economically disadvantaged, Emergent Bilinguals, Hispanic African American, SPED students. SMART snacks will be provided.	Formative			Summative
	Nov	Feb	Apr	June
				210

Strategy's Expected Result/Impact: Improved student achievement data
Staff Responsible for Monitoring: Campus Admin., instructional Coaches, Teachers

Title I:
2.4, 2.5, 2.6
Funding Sources: Professional and Paraprofessional for support - State Comp - $36,606, Professional and Paraprofessional for support - Title I, A - $57,799, Snacks for students and tutoring - Title I, A - $2

Strategy 4 Details	Reviews			
Strategy 4: Sped students will receive instruction in the least restrictive environment determined by the ARD committee and according to the IEP to potentially increase the number of students/minutes served in class to strengthen the academic program and increase the amount and quality of learning time for a well-rounded education.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Increase achievement of SPED students
Staff Responsible for Monitoring: Camus Admin, SPED teachers,

Title I:
2.6

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Assessment for learning will be ongoing and instructional decisions will be based on data from assessments. Use of MAP testing, Mastery checks, Concept Quizzes/Checks, and DBAs with effective and timely additional assistance provided for students, as deficiencies are identified. Reading teachers will utilize guided reading notebooks to include weekly anecdotal notes, monthly running records, and a reading tracking sheet to show how students will reach the minimum to recommended reading level. Math teachers will use tracking sheets for progress, mastery checks, and concept checks to monitor progress. **Strategy's Expected Result/Impact:** Increase student mastery **Staff Responsible for Monitoring:** Campus Admin., Instructional Coaches, Interventionist				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Identify students who may have a physical or mental impairment that affects one or more major life activities and may be at-risk who may be eligible for 504 accommodations. Progress will be reviewed annually. 100% of teachers will implement the accommodation plan. **Strategy's Expected Result/Impact:** Increase student achievement through appropriate accommodation plans. **Staff Responsible for Monitoring:** Campus Admin., Counselor, Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Combine campus funds, Title 1, SCE, ESSR, and district funds to reduce disparity in performance on state assessments between students in at-risk situations and students not identified as at-risk including the utilization of instructional coaches for teacher development and student intervention to strengthen the academic program. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Campus Admin. Instructional Coaches, Interventionist **Title I:** 2.4				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Create a master schedule that includes time for grade levels to collaborate on lesson plans and the utilization of data to meet the individual needs of students and includes "Buc. Block" intervention time. Explicit guidelines and expectations with a monitoring piece by the administration will be utilized for the fidelity and effectiveness of "Buc Block" intervention time. **Strategy's Expected Result/Impact:** Increase student achievement and maximize instructional minutes **Staff Responsible for Monitoring:** Campus Admin, Instructional Coaches, Teaches, Interventionist, Tutors **Title I:** 2.5				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: K-3 certified core content teachers who are new to teaching or Texas will participate in a reading academy throughout the school year provided by the district through TEA to increase teacher's competency in the science of teaching reading. **Strategy's Expected Result/Impact:** Increase reading levels and proficiency of all students **Staff Responsible for Monitoring:** Campus Admin., Reading Instructional Coach				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Teachers will conduct goal-setting conferences with each student to discuss goals and strategies to improve in order to increase student ownership of learning. Goals will be monitored each 6 weeks. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin.				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 2: By increasing student-centered experiences and differentiation through small-group targeted instruction, interventions, and tutoring, the MAP median percentile will increase from BOY to EOY.

Evaluation Data Sources: BOY, MOY, EOY MAP data, DBAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students. **Strategy's Expected Result/Impact:** Student Achievement, Teacher Observation Data and lesson plans **Staff Responsible for Monitoring:** Campus Admin., Instructional Coaches, Interventionist, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will continue to increase the effectiveness (rigor, accountability, differentiated) of literacy and math workstations increasing the academic performance of all students including those identified as at-risk. **Strategy's Expected Result/Impact:** Teacher observations, increased student achievement and lesson plans **Staff Responsible for Monitoring:** Campus Admin., Instructional Coaches, Teachers, Interventionist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide sufficient opportunities for discovery and inquiry-based learning, critical thinking, problem-solving and student-directed service-learning projects to increase relevancy and ensure a path to graduation and post-secondary success via: authentic learning experiences, academic games, field trips, "real reading" materials/experiences, hands-on learning **Strategy's Expected Result/Impact:** Teacher Observation Data **Staff Responsible for Monitoring:** Campus Admin., Teachers, Instructional Coaches				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 3: Bonham will implement a comprehensive MTSS framework to include a system of prevention, screening, and monitoring, structure for accountability and support in an effort to improve student outcomes.

Evaluation Data Sources: Branching Minds, Eduphoria

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional development at the beginning of the year and throughout the year to clarify and deepen the understanding of teachers about the MTSS process, movement between tiers, and levels of support within the classroom and outside of the classroom. Professional development for implementing strategies in Tier 1, 2, and 3 instructions. **Strategy's Expected Result/Impact:** PD Agenda, PLC meetings, Branching Minds **Staff Responsible for Monitoring:** Campus Admin., Conselor, Interventionist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: MTSS/RTI meetings are held every six weeks to discuss student needs. **Strategy's Expected Result/Impact:** Growth in the targeted area **Staff Responsible for Monitoring:** Campus Admin., Counselor, Interventionist, Teachers **Title I:** 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Progress monitoring and data review meetings to discuss students with regards to interventions, the needs of students, progress, and any other information to be shared. **Strategy's Expected Result/Impact:** Meeting records in Branching Minds **Staff Responsible for Monitoring:** Campus Admin. RTI/MTESS Team				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will utilize Branching Minds program for MTSS/RTI process and interventions for struggling students academically, socially, and behaviorally. **Strategy's Expected Result/Impact:** To record, document, and track the progress of student response to interventions with regard to academics and/or behavior. **Staff Responsible for Monitoring:** Campus administrators, interventionist, and Counselor **Title I:** 2.4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Students who make little or no reading or math progress will be brought to the MTSS/RTI committee to discuss concerns. Interventions will be discussed and an intervention chosen and documented in Branching Minds. The reading/ math teacher will implement the reading and/or math interventions and will collect progress monitoring data during the intervention. **Strategy's Expected Result/Impact:** Increase in screener results, MAP Reading and Math, and STAAR Reading and Math Results **Staff Responsible for Monitoring:** Campus Admin., Counselor, Teachers, Interventionist **Title I:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 4: All students will develop a love of reading, will read at grade level, and will acquire comprehension strategies.

Evaluation Data Sources: BOY, MOY, EOY MAP results, DBA's, Reading Benchmarks, Guided reading binder information and anecdotal notes, RTI data, Reading STAAR 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Data PLC--K-4 language arts teachers will meet a minimum of one time per six weeks to discuss CIRCLE (PK) mClass screener (Kinder), MAP data, guided reading, and running records (reading the progress of each student), DBA and Reading Benchmarks. Instructional decisions will be made based on reading progress while focusing on individual students and needs. **Strategy's Expected Result/Impact:** Improved results on guided reading levels based on anecdotal notes, increased scores on screeners, DBAs and MAP Data, Benchmarks. **Staff Responsible for Monitoring:** Campus Admin, LA IC, K-2 teachers **Title I:** 2.6				216

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Kindergarten to 2nd-grade teachers will provide guided reading daily. Teachers will collect data through anecdotal notes and fluency probes. Grades 3 & 4 reading teachers will provide guided reading daily to students reading below level. Teachers will collect data through anecdotal notes and fluency probes. **Strategy's Expected Result/Impact:** Increase both fluency and comprehension in students **Staff Responsible for Monitoring:** Teachers, LA IC, Principal, AP **Title I:** 2.4, 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: PK-4 Reading teachers will use reading computer programs to supplement their reading instruction in order to promote, encourage, and supply literacy such as Accelerated Reader, Frogstreet (PreK), iRead (SPED), RAZ kids, PebbleGo, EPIC, etc. to aid in the success with reading on level. **Strategy's Expected Result/Impact:** Promote, encourage and support literacy in order to increase Reading scores in MAP and STAAR. **Staff Responsible for Monitoring:** Principal, AP, Lang. Arts IC, Interventionist, and teachers **Title I:** 2.4, 2.5 **Funding Sources:** RAZ Kids - ESSER - $3,000, Pebble Go - ESSER - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Administrator and ELA IC will meet weekly with all K-2 teachers and 3rd and 4th-grade reading teachers to plan meaningful, rigorous engaging reading instruction based on new Reading TEKS and curriculum for PLC with aligned resources to support foundational skills and literacy in small groups for reading and writing. **Strategy's Expected Result/Impact:** Increased reading progress, progress on Reading DBA's and Reading Benchmarks **Staff Responsible for Monitoring:** Principal, IC **Title I:** 2.4, 2.5 **Funding Sources:** Language Arts and Foundational support materials to support foundational skills and literacy in small groups - ESSER - $2,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Bonham will participate in a school wide AR Reading initiative to promote literacy by using reading logs and earn prizes. **Strategy's Expected Result/Impact:** Promote and support literacy, a love of reading and increased motivation to read. **Staff Responsible for Monitoring:** Teachers, Librarian, LA IC **Funding Sources:** Accelerated Reader - State Comp - $1,056				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: New library books will be added to the library to increase the number of grade level, appropriate texts available to students of all reading levels to help add books for the library in order to support and promote literacy. **Funding Sources:** Library books - ESSER - $3,500				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: New hires K-4 and SPED-certified core content teachers will participate in TEA Reading Academy throughout the 23-24 school year provided by the district through TEA to increase teachers' competency in the science of teaching reading. **Strategy's Expected Result/Impact:** Increase reading levels of students. **Staff Responsible for Monitoring:** Bonham Leadership Team				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Bonham will partner with TAMU and participate in the REVed up Reading program with 2nd grade. **Staff Responsible for Monitoring:** Administration, 2nd Grade Teachers, Interventionist **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math				218

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Bonahm will host an author visit during the school year in order to promote literacy. **Funding Sources:** - ESSER - $2,927				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 5: Students will become proficient problem solvers and will use mathematics in everyday life.

Evaluation Data Sources: Concept checks, concept quizzes, mastery checks, Math DBA's, Math Benchmarks, Imagine Math, STAAR Math 2022

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Math/small group instruction and stations in Math with hands-on experiences and accountability in place to meet the diverse needs of students based on their individual levels. **Staff Responsible for Monitoring:** Math IC, Teachers, Administrators **Title I:** 2.5				219

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: PreK to 4th Grade Math teachers will purposefully teach meaningful math vocabulary aligned with scope and sequence by using visuals, and effective strategies providing stations/activities with vocabulary. **Strategy's Expected Result/Impact:** Increase math vocabulary of students in speaking reading, and writing. Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR 2023 **Staff Responsible for Monitoring:** Principal, AP, Math IC and Teachers **Title I:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Administrator and Math instructional coach will plan weekly with all math teachers. Plans will include effective strategies and activities that are highly engaging, rigorous and allow students to think at high levels ensuring that lessons are aligned, data-driven and address re-teach and enrich components. **Strategy's Expected Result/Impact:** Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR 2023 **Staff Responsible for Monitoring:** Admin. Team **Title I:** 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Math instructional coach will support all new or struggling math teachers by observing in math classrooms and providing feedback, model teaching in classrooms, recommending math resources etc.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase Math teacher content knowledge and math achievement for students **Staff Responsible for Monitoring:** Admin. Team **Title I:** 2.5				

Strategy 5 Details	Reviews			
Strategy 5: Students in grades PreK to 4 will be provided math manipulatives, supplemental aids, designated supports, and accommodations as needed per math planning, RTI, LPAC, 504 and special education.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR 2023. **Staff Responsible for Monitoring:** Admin. Team, Teachers and Math IC **Title I:** 2.5				

Strategy 6 Details	Reviews			
Strategy 6: K-4 students will utilize math computer programs and Apps per the math curriculum and district recommendations including--ST Math, Imagine Math, Greg Tang, etc. These will be used during computer lab, station rotations during Math, and after school to supplement Math instruction and provide target instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR 2023 **Staff Responsible for Monitoring:** Admin. Team, Teachers and Math IC **Title I:** 2.5				

Strategy 7 Details	Reviews			
Strategy 7: Math manipulatives to support foundational and concrete learning.	Formative			Summative
Staff Responsible for Monitoring: Admin and Math IC	Nov	Feb	Apr	June

Title I:
2.4
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
Funding Sources: Instructional Resources - ESSER - $2,000

 No Progress  Accomplished  Continue/Modify  Discontinue

221

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 6: The needs of every student will be met by continually addressing instruction and learning, effective implementation of the district's curriculum and best practices so that each individual reaches his or her maximum potential and target school progress through monitoring and tracking data.

Evaluation Data Sources: Concept Quizzes, DRA/EDL data, Mastery check data, DBA assessments, Benchmarks and AWARE reports, RT data , Branching Minds

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure that all GT/HA students are placed in GT/HA clustered classrooms and provided online and face to face instruction with their peer group through differentiated instruction that will enrich and accelerate the curriculum. **Strategy's Expected Result/Impact:** Class lists, GT testing information, instructional plans, grouping lists so that GT/HA students are showing growth on their district and state assessments. **Staff Responsible for Monitoring:** Campus Admin., Counselor, Teachers				

222

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus Leader will facilitate PLC with support of Instructional Coaches with each grade level weekly to guide and assist teachers with the development of lesson plans and to provide on-going professional development based on student/teacher/campus/district needs. **Strategy's Expected Result/Impact:** Lesson planning, increased teacher content knowledge based on walk-throughs, **Staff Responsible for Monitoring:** Campus Admin., IC's, and district curriculum dept. **Title I:** 2.5 **Funding Sources:** IC, PTE - State Comp - $5,050, IC, FTE & PTE - Title I, A - $72,625				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Intervene with AA, LEP, SpEd, Homeless, Migrant and Econ. Disadvantaged students using LPAC, ARD, IDT and MTSS/RTI process to identify students for tutoring and interventions in order to provide accelerated education. **Strategy's Expected Result/Impact:** Branching Minds documentation, Intervention Data, DRA Data, DBA, Benchmark data in order to monitor progress of target sub population groups to ensure progress is taking place. **Staff Responsible for Monitoring:** Interventionist, Campus Admin., IC's, Teachers, Counselor, MTSS/RTI teams				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide the least restrictive educational setting appropriate, especially for Math and Reading to meet the students' IEP with an intentional effort to increase the amount of time in the General Education classroom by the use of an ICS (In Class Support) approach, co-teaching and team teaching. **Strategy's Expected Result/Impact:** IEP Goals met, and improved performance for SPED students on district and state assessments. **Staff Responsible for Monitoring:** Campus Admin., SPED Teachers, SPED IA, teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: All instructional and support staff will provide scheduled intervention or enrichment instruction three-five days a week during Buc Block time for Tier 2 and Tier 3 students. **Strategy's Expected Result/Impact:** Increase student achievement, reduce the achievement gap and decrease or eliminate dropout rates. **Staff Responsible for Monitoring:** RTI Coor./ Interventionist, IC's Campus Admin. tutors, **Title I:** 2.4, 2.5				223

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Students in grades 1-4 identified on the 2023 retention list or the struggling student list will be placed in reading and math interventions at the beginning of the 2023-2024 school year. **Strategy's Expected Result/Impact:** Increase screeners, reading levels, reading DBA reading MAP results and reading benchmark test results **Staff Responsible for Monitoring:** Teachers in grades 1-4 Instructional coaches Campus administrators **Title I:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: LPAC meetings will be held monthly to monitor student progress in academics as well as second language acquisition, involve teachers in making test decisions, and analyze TELPAS data to develop individual plans for the acceleration of English language proficiency and progress monitoring of ELL students. **Strategy's Expected Result/Impact:** English language proficiency progress **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Campus Admin., LPAC Coordinato **Title I:** 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Comprehensive Needs Assessment will be conducted with teachers, parents, community members, business members/ stake holders to evaluate needs based on student performance with regards to state standards, attendance/ behavioral student progress, STAAR results, MAP, Primary Reading Success data, Campus Improvement Plan, parental and family engagement data in order to ensure that needs are met. **Staff Responsible for Monitoring:** Principal, Campus Needs Assessment Support Team **Title I:** 4.2				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Instructional Interventionist to coordinate and provide student interventions, recruitment, and scheduling of tutors/mentors, work with targeted students with specific programs, coordinate student assessments and serve as testing coordinator assistant. **Strategy's Expected Result/Impact:** Student growth for students receiving Tier 2 and Tier 3 interventions. **Staff Responsible for Monitoring:** Principal, AP **Title I:** 2.4, 2.5 **Funding Sources:** Instructional/Reading interventionist - ESSER				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Leadership Team will meet weekly to identify teacher and student needs based on campus assessments through screeners, DBA's via Aware, progress monitoring, discipline, attendance and walk-through data.to discuss instruction in classrooms, and student academic progress, and to make instructional decisions based on data. BALT will also review campus goals and progress and set STAAR goals for Reading and math for 3rd and 4th-grade students. **Strategy's Expected Result/Impact:** Monitor teacher and student growth. **Staff Responsible for Monitoring:** Administrative Team **Title I:** 2.4				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Data Validation Team will meet regularly as scheduled to cover all areas such as Attendance, Grades, ELL's, SPED, Discipline, etc. **Strategy's Expected Result/Impact:** Ensure campus is checking, addressing and maintaining documentation while ensuring we are in compliance with district, state and federal guidelines. **Staff Responsible for Monitoring:** DVT Team. **Title I:** 2.4, 2.5, 2.6				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12: Retired, resigned certified teachers and para-professionals will be hired to provide interventions/tutoring to coordinate/integrate and maximize the impact of the resources including smart snacks in order to assist in working with students to help students meet their academic goals as identified through universal reading and math screeners, assessment results and RtI process. Including those students identified as At-Risk, Economically Disadvantaged, LEP and AA. **Strategy's Expected Result/Impact:** Growth and progress on Reading and Math screeners. **Staff Responsible for Monitoring:** RTI coor./Interventionist, campus admin., IA's, tutors **Title I:** 2.4, 2.5 **Funding Sources:** - State Comp, - Title I, A, - ESSER				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13: Use of new line boards to integrate technology into the content areas as a means of enhancing instructional delivery, therefore increasing the academic performance of all students including those identified as at-risk in order to promote 21st-century work skills. **Strategy's Expected Result/Impact:** Student Achievement Data Teacher Observation Data Lesson Plans **Staff Responsible for Monitoring:** Classroom Teachers ICs Principal/AP **Title I:** 2.5 **Funding Sources:** - State Comp, - ESSER, - Title I, A				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 14: Ensure the Fine Arts program (Art & Music) is aligned with district objectives and fosters exceptional student performance opportunities. **Staff Responsible for Monitoring:** Art Teacher, Music Teacher, Campus Admin.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 7: Improve our Student Performance for Writing on TELPAS and Extended Constructed Responses on the new STAAR. This data will be reflected on both State tests.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement reading and writing into all content areas and be deliberate about sharing with students that reading impacts all areas of their life to increase the amount and quality of learning time. **Strategy's Expected Result/Impact:** PLCs, lesson plans, walk-throughs and observations **Staff Responsible for Monitoring:** Campus Admin., Instructional Coaches, and Teachers				227

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Evidence of use of Seidlitz 7 steps in the classrooms with being provided sentence stems, speaking and answering in complete sentences, and providing structured reading and writing activities. **Strategy's Expected Result/Impact:** Increased confidence and growth in writing literacy to impact student achievement on STAAR and TELPAS **Staff Responsible for Monitoring:** Campus Admin, Instructional Coaches **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students will write their 6-week writing sample based on district expectations with the end goal according to campus expectations and teachers will score their writing based on the campus-developed rubric. Writing samples will be maintained in the student's writing portfolio folder. **Strategy's Expected Result/Impact:** Improvement on writing samples from BOY to EOY **Staff Responsible for Monitoring:** Teachers Campus Admin., ELA/R Instructional Coach, Interventionist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Bonham will provide a safe, positive culture and climate that supports academic success

Performance Objective 1: Bonham Elementary will increase attendance from 94.79% to 96% for the 23-24 school year

Evaluation Data Sources: Daily, weekly, 6-week, and annual attendance reports from eSchool and 5Lab.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus Data Validation Team (DVT) will discuss attendance data and follow up with the attendance clerk and truancy coordinator for further action needed. **Strategy's Expected Result/Impact:** Letters sent, home visits and improved attendance will result. **Staff Responsible for Monitoring:** Campus DVT Asst. Principals **Title I:** 2.5				228

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Acknowledge classes who have the perfect attendance every day in the morning announcements in order to award attendance incentives each time monthly thematic phrase is spelled out and award students with special treats such as ice cream, popcorn, etc. **Strategy's Expected Result/Impact:** Increase attendance rates in order to meet goal **Staff Responsible for Monitoring:** Attendance clerk, secretary, campus admin **Title I:** 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Recognize, acknowledge, and reward students for perfect attendance every 6 weeks. **Strategy's Expected Result/Impact:** With teachers present everyday, our students do not lose instructional time can impact student growth and learning while encouraging student to attend school everyday. **Staff Responsible for Monitoring:** Campus admin., secretary **Title I:** 2.4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Hold phone, virtual or face to face parent conferences with campus administrator for attendance contracts and to discuss attendance concerns. **Strategy's Expected Result/Impact:** communication logs, conference records, attendance conference **Staff Responsible for Monitoring:** Campus Admin.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Phone calls made daily each morning for students who are absent. **Strategy's Expected Result/Impact:** Improved attendance rate. **Staff Responsible for Monitoring:** Campus Admin., teachers, attendance clerk **Title I:** 2.4				229

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Bonham will provide a safe, positive culture and climate that supports academic success

Performance Objective 2: Plan that will ensure that eveyrone has access to equitable, safe, high-quality facilities.

Evaluation Data Sources: Safety meeting minutes, Lock down, inclement weather and fire drills.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The safety committee will meet monthly to discuss and report any safety concerns brought forth through regular safety inspections, staff or parent concerns. Work orders will be submitted as needed. Practice drills will be held according to district safety standard guidelines. **Strategy's Expected Result/Impact:** Safety committee agendas, Minutes of monthly safety committee meetings, Fire drilll, inclement weather and lockdown drill reports, Other reports as required by the district and/or state **Staff Responsible for Monitoring:** Principal, AP, Safety committee				230

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus administration will communicate safety plan, identified safety procedures for all emergencies/drills and share concerns to staff, students, and parents specific to the campus. **Strategy's Expected Result/Impact:** Agendas; Minutes of monthly safety committee meetings; Documentation of communication of related information to staff, students, and parents. **Staff Responsible for Monitoring:** Campus Admin.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Voluntary campus Safety Patrol Squad made up of students in 4th grade will be implemented to help out with morning car duty and other areas of need across the campus. **Strategy's Expected Result/Impact:** Empower and include students by allowing them to take part in the keep everyone safe. **Staff Responsible for Monitoring:** Specials teachers, Campus Admin. Teachers of students on patrol				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Bonham staff will assure every student is safe by keeping classroom doors locked at all times, by never propping exterior doors open, by taking their card key with them at all times, and by always following the procedures for a lockdown if required to lock down. Teachers will review lockdown procedures with their students so they are aware of procedures. Teachers will monitor their students closely during restroom breaks, in the cafeteria, and at recess. Teachers will monitor students at recess if they have to use the restroom. All gates on fence will remained locked during the school day and weekly safety door checks will be conducted. **Staff Responsible for Monitoring:** Bonham Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Weekly door sweeps are conducted by the Assistant Principal, Custodian, and campus security guard with reports delivered each week out to staff. **Staff Responsible for Monitoring:** Campus Admin., Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Bonham will provide a safe, positive culture and climate that supports academic success

Performance Objective 3: Bonham Elementary will reduce the number of office referrals by 50% by the end of the 23-24 school year.

Evaluation Data Sources: eSchool and 5Lab reports on discipline and discipline referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Bonham Foundations team to meet bi-monthly to analyze data, report on progress/need, and determine the impact and success of the implementation of policies. **Strategy's Expected Result/Impact:** Increase in consistency across the campus and structure in order to decrease behavioral issues which will increase student achievement. **Staff Responsible for Monitoring:** Foundtions Team-Team BUCS **Title I:** 2.5, 2.6				232

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Every classroom will teach one of the essential 8 traits and social skills lesson for the reminder of the days each week each morning first thing. **Strategy's Expected Result/Impact:** Develop a positive school culture Increase positive teacher/student relationships Create a family culture in every classroom To ensure a positive and safe classroom and school environment **Staff Responsible for Monitoring:** Campus Admin, Counselor, Behavior Mgmt. specialist, interventionist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: MTSS team to develop a plan for students with on-going behavioral concerns to implement the safety application in order to address social, emotional, and behavioral preventions and interventions. **Staff Responsible for Monitoring:** MTSS team, counselor, and Admin. **Title I:** 2.5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue to implement approved sustainable, positive and preventative discipline management structures including social contracts, CHAMPS, Capturing Kids Hearts 4 questions, greeting students at the door, This is Us board, safe place, jobs board, and the Student Code of Conduct. **Strategy's Expected Result/Impact:** Create a positive culture conducive to teaching and learning. **Staff Responsible for Monitoring:** Principal, AP, School Secretary				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Students will participate in a minimum of 135 minutes of physical education per week. Students in grades 3 and 4 will participate in fitness gram assessments through the physical education department. **Strategy's Expected Result/Impact:** Promote health and wellness to increase academic achievement Reduction in discipline incidents and increase student fitness and academic achievement. **Staff Responsible for Monitoring:** Admn/PE Coach				233

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: All bullying incident will be investigated and taken seriously immediately and thoroughly. Every child deserves to come to school and be safe in a bully-free environment. Bullying will not be tolerated. **Strategy's Expected Result/Impact:** Stronger culture and climate and a decrease in referrals. **Staff Responsible for Monitoring:** Administrative team, teachers and staff				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Continue to provide Gross Motor Lab to provide children with a strong foundation of the basic knowledge and use of their bodies which will allow them to develop higher-level skills, consequently increasing their ability to learn in the classroom. Teachers will lead the whole class through gross motor activities as needed to ensure that all students have age-appropriate gross motor skills. Students in need of additional support in building gross motor skills will receive a regular consistent schedule per need. **Strategy's Expected Result/Impact:** Impact discipline referrals so that number per year decreases and to develop the skills necessary for learning readiness and mastery of the environment so that the students are aware of their own movement and can better control themselves to accomplish tasks. **Staff Responsible for Monitoring:** Principal, AP, Counselor, Behavior Mgmt. Specialist, SPED team and teachers. **Funding Sources:** - ESSER				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Bonham Lunch Bunch will take place with identified students in a small group or one on one setting with the school counselor in order to address students with specific needs. **Title I:** 2.6				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: The school counselor will be available to work with any Bonham student and the family of the student who is experiencing mental health issues. The counselor will provide community resources to the parents as needed. The school counselor will work with the child to help the child be successful in the school setting. The counselor will report to the parent(s) and needs identified when communicating with the child. **Strategy's Expected Result/Impact:** Provide necessary support to children experiencing mental health problems **ESF Levers:** Lever 3: Positive School Culture				234

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: All staff follows Safe and Civil School Foundations Team BUCS guiding principles and supports and structures learned during the previous district PD training. Bonham staff will continue to implement school-wide expectations and policies previously developed as well as further develop new common area expectations. The Bonham Foundations team will plan, train and monitor the implementation of Safe and Civil Schools Foundations and CHAMPS training through August PD and additional training throughout the year, monthly meetings, data collection with feedback to the faculty and staff. **Staff Responsible for Monitoring:** Team BUCS, Bonham Staff **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Bonham will actively engage our families, staff, and the community with our students in order to nurture positive partnerships and communications to ensure high academic achievement and successful development of students.

Performance Objective 1: Continue to improve communication with all students, staff, community and the media by fostering positive relationships, increasing parent involvement and promoting meaningful community relations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus Performance Improvement Committee meeting to take place where members will revise, evaluate and approve the campus plan, parent family and engagement policy, and compact at the beginning of the school year and the plan will be posted on the school website and can be available in the language of the home and shared at the Title 1 meeting. **Strategy's Expected Result/Impact:** Demonstrate attainment and progress towards meeting goals and objectives on CIP. **Staff Responsible for Monitoring:** Principal, CPIC **Title I:** 4.1, 4.2				235

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Parent and Family Engagement activities related to reading, math, science activities, games, and events that provide parents teaching tips/ways in the language of the home to support their child's achievement with a focus on: the state's academic content and academic achievement standards; state and local assessments; requirements of Title I, Part A; and ways to work with educators to improve their child's achievement that include resources to take home, question/ answering sessions and allowing the parents an opportunity to lead discussions. The information will be shared in a format and language that parents can understand. SMART snacks and child care will be provided. **Strategy's Expected Result/Impact:** Keeping parents involved in their child's/children's education. **Staff Responsible for Monitoring:** Counselor, Admin team, parent and family engagement committee **Title I:** 4.1, 4.2 **Funding Sources:** Family Engagement materials, resoureces - Title I, A - $1,564, SMART Snacks - Title I, A - $900, Childcare for parental involvement - Title I, A - $200				

Strategy 3 Details	Reviews			
Strategy 3: All stakeholders will have multiple opportunities (surveys, events, forums) to provide feedback to the principal and leadership team as to their satisfaction with our responsiveness and in meeting the needs of their child.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase school-parent- community partnership. **Staff Responsible for Monitoring:** Bonham Leadership Team **Title I:** 4.2				

Strategy 4 Details	Reviews			
Strategy 4: All parents will be invited to a minimum of one phone, virtual or face to face parent teacher conference per year to discuss student achievement and social progress. Parents should be aware of whether or not their child/children are meeting state standards. More than one conference should be held for any child who is struggling to make academic progress. The home school compact will be completed at the first parent-teacher conference for the year. **Staff Responsible for Monitoring:** Admin. Team, Teachers **Title I:** 4.2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: All communication to include, parent involvement policy, home school compact, invitations, newsletters, permission letters, etc. will be sent home in English and Spanish **Strategy's Expected Result/Impact:** Communication in the language of the home so parents/guardians are informed. **Staff Responsible for Monitoring:** Admin Team, Teachers, Office Staff **Title I:** 4.1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: A minimum of two transition meetings will be held for parents during the school year (preKindergarten to kindergarten and 4th grade to intermediate school--5th grade) that will prepare them for learning experiences that will enable them to meet academic standards. **Strategy's Expected Result/Impact:** Successful transition to Kindergarten and Intermediate School confidently with increased parental involvement. **Staff Responsible for Monitoring:** PreKindergarten, Kindergarten, 4th Grade Teachers, Counselor, Administrators **Title I:** 4.2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Parents of special education and 504 students will be invited to attend a minimum of one ARD or 504 meeting to discuss student progress and instructional decisions to include IEPs, accommodations, supplemental aids, interventions, placement, least restrictive environment etc. **Strategy's Expected Result/Impact:** Parent/ Guardian involvement in 504/ARD process and ensure students are successful based on needs being met. **Staff Responsible for Monitoring:** SPED staff, ARD Facilitator, Teachers, ARD Administrator, Counselor **Title I:** 2.4, 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: There will be 2 Title 1 Meetings offered in both English and Spanish that will be offered at different times and days of the week to Bonham Families. The first meeting parents will be provided the opportunity to ask questions and make suggestions based on agenda items covered. The second Title 1 meeting parents will have a more in-depth look at how they can help, support and make suggestions while having the opportunity to jointly look at Title 1 plan, family engagement policy and compact while particularly focusing on addressing the needs of children at risk of failing or most at-risk of failing state assessments to ensure needs are being addressed and offer suggestions while communicating to them that the policy, compact and CIP can be provided in a language that they can understand. Will be communicated that the reviewed documents will available online and provided in the language that they can understand. **Staff Responsible for Monitoring:** Admin. Team. **Title I:** 2.6, 4.1 **Funding Sources:** - Title I, A				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: The campus will provide annual training to staff on the value of parent input and family engagement. **Funding Sources:** - Title I, A				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Bonham will actively engage our families, staff, and the community with our students in order to nurture positive partnerships and communications to ensure high academic achievement and successful development of students.

Performance Objective 2: Build spirit, pride, commitment, and ownership within Bryan ISD and Bonham Elementary.

Evaluation Data Sources: Evaluation Data Source(s) :Documentation of media postings. Communication logs. Number of calendared events/activities. Minutes from meetings. Measured by an increase in attendance, participation, and feedback on the events.

Strategy 1 Details	Reviews			
Strategy 1: Provide district and local media with positive information and newsworthy items about our campus.	Formative			Summative
Strategy's Expected Result/Impact: To foster positive relationships with families and community.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Campus Admin, office staff				238

Strategy 2 Details	Reviews			
Strategy 2: Maintain campus webpage, facebook and twitter pages to share current information and celebrations with parents/community	Formative			Summative
Strategy's Expected Result/Impact: Improve engagement percentage.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, AP				

Strategy 3 Details	Reviews			
Strategy 3: Provide consistent home/school communication through Class Dojo, Parent Link, Tuesday folders, email, flyers, marquees, and online family newsletters.	Formative			Summative
Staff Responsible for Monitoring: Teachers, Administration and Secretary	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Identified students will participate in the Food Backpack program in partnership with the local food bank.	Formative			Summative
Staff Responsible for Monitoring: Counselor	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Increase parent and teacher participation in PTO through increased involvement in special events, as board members, and in attendance at regular PTO meetings.	Formative			Summative
Strategy's Expected Result/Impact: Increased attendance and participation at events.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Leadership Team, PTO				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: All teachers will make positive contact with each student's parents within the first three weeks of school to let the parents know how excited they are to have his/her child in their room and to ascertain the best method of communication. **Staff Responsible for Monitoring:** Teacher, counselor and AP				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Recognize two students from each grade level each six weeks as Amazing Students of Character following district guidelines. **Strategy's Expected Result/Impact:** Amazing Students of Character Awards student lists **Staff Responsible for Monitoring:** Counselor, Campus Admin.				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Increase student participation in community-wide competitions to include UIL, art contests, writing contests, and Spelling Bee. **Staff Responsible for Monitoring:** Principal, Assistant Principal, teachers, counselor				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Bonham second grade will collaborate with Texas A&M Athletic Department and participate in the "MOVE" program with Aggie Athletes online during PE. **Strategy's Expected Result/Impact:** Influence and improve staying physically healthy in 2nd grade though positive influence, guidance and support of TAMU athletes. **Staff Responsible for Monitoring:** PE Staff, Admin.				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Bonham will maintain a high-quality workforce to support student success.

Performance Objective 1: Support the district/campus recruitment plan to ensure hiring of high-quality individuals for Bonham Elementary with a focus on retention by providing instructional supports and professional development.

Evaluation Data Sources: PLC sign ins, walk-throughs, PEIMS reports, IC Coaching plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus-based Teacher Mentoring program, "Newbies" will continue for the 2023-24 school year. This program will focus on New to Bryan teachers. The mentor program will be led by lead mentors and campus mentors to recruit highly effective teachers. **Strategy's Expected Result/Impact:** Teacher retention rates. Mentors Assigned. Meeting agendas and attendance. Informal observations. **Staff Responsible for Monitoring:** Principal Instructional Coaches Teacher Mentor Team **Title I:** 2.4				240

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide professional development to support instructional staff to integrate new line boards for grades, Kindergarten, 2nd -4th and computer lab into their teaching and the students' learning monthly during PLC, conference time with isupport, campus leader and district assigned technology support personnel. **Strategy's Expected Result/Impact:** Enhance instruction through use of 21st century technology. **Staff Responsible for Monitoring:** Campus Admin., Tech assigned person to conduct PD, IC's				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will attend District Horizontal meetings, "Collaboratives" or outside professional development professional opportunities for professional growth in their speciall area for opportunities, as well as, to be involved in the making of decisions to the overall instructional program. **Strategy's Expected Result/Impact:** Increase and enhance teacher content knowledge. **Staff Responsible for Monitoring:** Campus Admin., IC's **Funding Sources:** Registration fees, milagae, travel - ESSER - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All teachers will be evaluated with T-TESS or B-TESS. Walkthroughs will be completed and feedback provided for every teacher. SLOs and goals will be developed by teachers. All instructional assistants will be evaluated annually and provided feedback. All professional staff will be evaluated a minimum of one time per year. **Strategy's Expected Result/Impact:** Increase teacher effectiveness and provide staff feedback. **Staff Responsible for Monitoring:** Classroom teachers and staff, Instructional assistants, Professionals, Administrators **Title I:** 2.4				241

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will receive stipends if eligible (Bilingual, ESL, SAIL, RESOURCE and BEST) for hard to fill positions to promote retention rates of teacher **Strategy's Expected Result/Impact:** Increase teacher retention rates **Staff Responsible for Monitoring:** Principal				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: The Teacher Incentive Allotment (TIA) will be implemented to promote teacher retention through financial rewards and recognition for high quality teaching which will be measured through T-TESS and student growth measures. **Strategy's Expected Result/Impact:** Increase in teacher retention rates. **Staff Responsible for Monitoring:** Instructional leadership team.				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Bonham Elementary will provide a computer lab with an instructional Aid for students to come during specials times. The computer lab teacher will provide digital citizenship classes along with incorporating writing and keyboarding needed in preparation for the STAAR and TELPAS Tests. **Strategy's Expected Result/Impact:** Student's computer literacy and keyboarding skills will increase to **Staff Responsible for Monitoring:** Campus Admin., Teachers and Computer Instructional Assistant **Funding Sources:** IA Computer Lab - Title I, A - $26,500				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Bonham will maintain a high-quality workforce to support student success.

Performance Objective 2: 100% of teachers serving ELL students will be bilingual certified for the 2023-2024 school year.

Evaluation Data Sources: HR reports, Staff reports on PEIMS, State board of education certificates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Bilingual Teachers will be eligible for the bilingual stipend that Bryan ISD offers. **Strategy's Expected Result/Impact:** Compensation for Bilingual teachers **Staff Responsible for Monitoring:** Administrators, Bilingual teachers **Title I:** 2.4				242

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All teachers serving ELL will be ESL certified and eligible for ESL stipend. **Strategy's Expected Result/Impact:** Compensation for ESL teachers. **Staff Responsible for Monitoring:** Administrators, ESL teachers **Title I:** 2.4				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Bonham Elementary School

Total SCE Funds: $42,712.00
Total FTEs Funded by SCE: 0.14
Brief Description of SCE Services and/or Programs

Bonham will use SCE funds for .14 IC, tutors, and instructional resources to supplement the regular education program for students who are at risk for dropping out of school.

Personnel for Bonham Elementary School

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Name	Position	FTE
IC	Math	0.14

Title I Personnel

Name	Position	Program	FTE
Computer Lab	IA		1
IC	ELA		1
Leslie Sebesta	Interventions		.62

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Campus Funding Summary

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Professional and Paraprofessional for support		$36,606.00
1	4	5	Accelerated Reader		$1,056.00
1	6	2	IC, PTE		$5,050.00
1	6	12			$0.00
1	6	13			$0.00
				Sub-Total	$42,712.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional/Reading Interventionist		$49,234.00
1	1	3	Snacks for students and tutoring		$2.00
1	1	3	Professional and Paraprofessional for support		$57,799.00
1	6	2	IC, FTE & PTE		$72,625.00
1	6	12			$0.00
1	6	13			$0.00
3	1	2	SMART Snacks		$900.00
3	1	2	Childcare for parental involvement		$200.00
3	1	2	Family Engagement materials, resoureces		$1,564.00
3	1	8			$0.00
3	1	9			$0.00
4	1	7	IA Computer Lab		$26,500.00
				Sub-Total	$208,824.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional/Reading Inteventionist		$28,560.00
1	4	3	Pebble Go		$3,000.00
1	4	3	RAZ Kids		$3,000.00
1	4	4	Language Arts and Foundational support materials to support foundational skills and literacy in small groups		$2,000.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	6	Library books		$3,500.00
1	4	9			$2,927.00
1	5	7	Instructional Resources		$2,000.00
1	6	9	Instructional/Reading interventionist		$0.00
1	6	12			$0.00
1	6	13			$0.00
2	3	7			$0.00
4	1	3	Registration fees, milagae, travel		$3,000.00
				Sub-Total	$47,987.00

Bryan Independent School District

Bowen Elementary School

2023-2024 Campus Improvement Plan

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Mission Statement

District Mission

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Bowen Mission

Bowen Elementary will provide engaging, real-world learning experiences in a supportive environment in order to prepare students for success today and in the future.

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Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2023, a committee of stakeholders made up of parents, staff and community members met to conduct a comprehensive needs assessment of the entire school. Data reviewed by the committee included NWEA MAP, STAAR preliminary, district benchmark data, RtI, attendance, discipline, demographics, at-risk, SPED, GT and surveys from parents, students and staff. As a result of the assessment, the following areas of strengths and needs emerged.

Strengths

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- We are committed to equipping our students to collaborate with and accept all people regardless of race, ethnicity or disability
- More consistent writing instruction across all grades and subject areas
- Leadership opportunities for teachers and staff
- Strong parent and community partnerships

Needs

- insufficient number of students showing academic growth according to NWEA MAP
- students struggling to gain reading skills
- continued training for teachers in phonics and reading instruction to increase student reading proficiency
- parents surveyed expressed that work schedules prevent them from attending school events.

Due to the assessment, ELAR interventions and parent and family engagement were identified as targeted areas of need. We will continue to build on our strengths while adding accountability through monitoring to continue to grow and improve as a campus.

Title I, Element 1

Demographics

Demographics Summary

Bowen is a PreK-4th grade campus of approximately 340 students. Of those students, 30% are Hispanic, 20% African-American, 43% White, 6% Two or more races and 1% Asian. Approximately 3% of our students are English Language Learners, 47.4% are at-risk of dropping out of school, and 64.74% of our students qualify for and/or participate in the free/reduced lunch program. Bowen is Bryan ISD's elementary site for the Brazos Valley Regional Day School for the Deaf, where we serve deaf and hard of hearing students from 31 school districts spread over 8 counties.

We currently serve 42 Special Education students, 9 (3%) GT students (8 White, 1 Hispanic), 10 students with dyslexia and 3 students identified as homeless.

The staff at Bowen is comprised of approximately 50 employees. We have 26 teachers, 2 administrators, 7 professional support staff, 10 paraprofessionals and 5 itinerant staff. Of are paraprofessionals, 7 of the 10 are instructional assistants. We continually strive to recruit and hire a school staff that is representative of the diversity of our district.

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Demographics Strengths

- Our campus has a diverse population that spans various demographic groups including race, ethnicity, socioeconomic status and educational needs (ie general education, special education, deaf education).
- We are committed to equipping our students to collaborate with and accept all people regardless of race, ethnicity or disability.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special programs students consistently struggle academically on district assessments, screeners and STAAR. **Root Cause:** General Ed teachers lack professional development in differentiating instruction for all learners.

Student Learning

Student Learning Summary

Bowen instituted PLC/team planning each week to develop and nurture teacher content knowledge and discuss ideas for lessons, stations, reteach and extension ideas. We hired professional tutors to deliver targeted reading and math interventions in our neediest classrooms. We rearranged schedules to incorporate a daily intervention class period to target ELAR changes and HB4545 Needs.

Student Learning Strengths

- Increase in students k-4 who meet their projected growth measure in ELAR areas
- More consistent writing instruction across all grades and subject areas
- Teachers provide regular small-group instruction in both reading and math at grades K-4
- Campus consistently allocates funding to purchase supplemental instructional materials to improve the academic achievement of low-achieving students, including students with disabilities and English language learners

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student growth in ELAR among all Tier I students remains inconsistent. **Root Cause:** Lack of consistent progress monitoring and data-driven, targeted first instruction.

Problem Statement 2: K - 4 graders struggling to gain reading skills **Root Cause:** Lack of training for teachers in phonics and reading instruction to increase student reading proficiency

School Processes & Programs

School Processes & Programs Summary

CURRICULUM & INSTRUCTION
Bowen utilizes the curriculum developed by Bryan ISD. Fidelity to the curriculum is monitored through walkthroughs and lesson plan reviews. Teachers also use mastery checks, concept quizzes and district-based unit assessments as formative progress monitoring tools. Most assessments provided by the district to ensure alignment between what is written, taught and tested. Data analysis from these instruments is used to monitor student progress and plan for necessary interventions.

RECRUITING & RETAINING QUALITY STAFF
Bowen strives to recruit and hire highly qualified teachers and staff. Most campus interviews are conducted with a panel of teachers and staff who ask specific scenario-based questions to ensure the right fit for each available position. Interviews include questions from Patrick Lencioni's "The Ideal Team Player" to determine if applicants embody the virtues of humility, hunger and people smarts. Our future goal is to include students on the interview committee when possible.

Quality embedded professional development, in-class model teaching, and support is provided by instructional coaches. Bowen also offers a weekly PLC, that is built into the school day once a week, for data digs and professional development to help grow and support our teachers.

SCHOOL ORGANIZATION
253
The campus' goals are aligned to district goals, with the target areas being literacy and discipline/classroom management. The following data sources will be utilized throughout the year to monitor progress: assessment data (district and state), BOY, MOY and EOY benchmark data (DRA, ISIP), discipline data (including referrals, ISS, OSS and PBIS implementation).

Bowen's master schedule is developed to maximize instructional time for students, while also providing common planning and collaboration time for teachers. PLC is held weekly and includes professional development, planning support and data analysis. The master schedule document includes grade level schedules, specials schedule, duty rosters, lunch/recess schedules, dyslexia schedule, SPED/Resource schedule, as well as LLI intervention times.

TECHNOLOGY
Technology is integrated into instruction daily. Students utilize technology for programs such as: Imagine Math, iStation and iReady. The ratio of devices for students has steadily increased over the last several years. The focus will now be ensuring that teachers have current technology available to further enhance instruction. Our top priority is ensuring that all students have access to quality technology regardless of the chosen mode of instruction.

FAMILY ENGAGEMENT
Parent engagement committees plan regular and varied events for students, parents and the community, and while these events are held at a variety of times and locations to ensure that parents are provided opportunities to become involved, fewer familes are able to be involved and participate. New, revitalized programs and activities are needed to reenergize parent and family engagment at Bowen.

School Processes & Programs Strengths

- Collaborative planning
- Leadership opportunities for teachers and staff
- Strong parent and community partnerships

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Family engagement at Bowen has been inconsistent over the last 3 years. **Root Cause:** Fewer families able to be involved in programs such as PTO and CPIC.

Perceptions

Perceptions Summary

Surveys were conducted during the year to gather information regarding school culture and climate from students, parents and staff. Data collected will be utilized by the leadership team to determine how to best continue the commitment to focus on building meaningful relationships with students, colleagues, parents and community members.

Of the 60 respondents to the parent survey, 91% of parents surveyed feel welcome at Bowen. In terms of communication, 85% of parents feel they are kept informed about their child's academics, 85% feel informed about school events. 52% of parents expressed that work schedule was the greatest barrier preventing them from participating in school activities

11 staff members responded to the the employee survey. Responses indicate that teachers feel supported by instructional coaches and administration, and are satisfied with the resources and professional development that is provided. Concerns dealt with lack of time and resources to provide interventions, as well as interruptions to instructional time. When given the opportunity to provide additional comments, some staff members felt strongly that BISD needs to address the issue of classroom behavior.

When reviewing student surveys, the students value school, but are not always engaged or excited about the learning. Students feel that most teachers are supportive and have high expectations for their academics and behavior, but expressed that students are not always treated equitably. Students generally feel safe at Bowen, but wish that disruptive students were handled differently instead of students being held accountable for one anothers' behavior.

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Perceptions Strengths

- We will continue to focus on positive reinforcement that recognizes students for both academic and behavioral achievement.
- There are many events held throughout the school year which provide opportunities for parents and community members to participate.
- Parents feel Bowen is safe and provides many opportunities for both academic and extracurricular activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents surveyed expressed that work schedules prevent them from attending school events. **Root Cause:** The majority of school events are planned at the start of the day or during the day as a come-and-go.

Priority Problem Statements

Problem Statement 1: Student growth in ELAR among all Tier I students remains inconsistent.
Root Cause 1: Lack of consistent progress monitoring and data-driven, targeted first instruction.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our special programs students consistently struggle academically on district assessments, screeners and STAAR.
Root Cause 2: General Ed teachers lack professional development in differentiating instruction for all learners.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Family engagement at Bowen has been inconsistent over the last 3 years.
Root Cause 3: Fewer families able to be involved in programs such as PTO and CPIC.
Problem Statement 3 Areas: School Processes & Programs

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: June 20, 2023

Goal 1: Bowen will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement

Performance Objective 1: All Bowen teachers will implement best practices in order to ensure all students exhibit growth on assessments as evidenced by STAAR, district assessments and universal screeners (MAP, mClass {K only}, CIRCLE {PK only}) by May 2022.

Evaluation Data Sources: STAAR, MAP, mClass, DBA and other district assessments

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Strategy 1 Details	Reviews			
Strategy 1: Effective implementation of district curriculum in every classroom through quality Tier I instruction.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal/AP, ICs **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Weekly PLC with a focus on lesson planning, instructional strategies and effective small group instruction.	Formative			Summative
Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement **Staff Responsible for Monitoring:** Principal/AP, ICs **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Small group instruction for reading, writing and math in all PK-4 classrooms in order to provide opportunities for all children to meet challenging state academic standards. **Strategy's Expected Result/Impact:** Progress monitoring Increased student achievement **Staff Responsible for Monitoring:** Principal/AP, ICs **Title I:** 2.4 **Funding Sources:** Materials for tutoring - Title I, A				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Ensure the Fine Arts program (Art & Music) is aligned to district objectives and fosters exceptional student performance opportunities. **Staff Responsible for Monitoring:** Art teacher, Music teacher, Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Students will participate in moderate to vigorous physical activity for a minimum of: 30 minutes daily, 135 minutes per week, or 225 over 2 weeks. Parents will receive Fitness Gram results each academic year. **Strategy's Expected Result/Impact:** Positive influence on student health, decrease in off-task behavior in classrooms **Staff Responsible for Monitoring:** PE teacher, classroom teacher **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Ensure that GT and high achieving students are clustered in order to provide an enriched and accelerated instruction. **Strategy's Expected Result/Impact:** Increased student achievement Progress monitoring **Staff Responsible for Monitoring:** Principal, ICs, counselor **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
Strategy 7: Provide and integrate technology into all content areas to enhance instruction.	Formative			Summative
Strategy's Expected Result/Impact: Increased student engagement **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Title I:** 2.4 **Funding Sources:** Technology - Title I, A - $17,000	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: To reduce program fragmentation and duplication of processes, the campus will utilize multiple funding sources to include Title I and local budgets to purchase instructional resources.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal/AP ICs **Title I:** 2.4 **Funding Sources:** Research-based instructional resources - Title I, A - $1,000, - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Tutorials (during and after-school) will be conducted to increase the amount and quality of learning time and provide intensive instruction for students based on individual need.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement, individualized instruction **Staff Responsible for Monitoring:** Principal/AP ICs Teachers **Title I:** 2.5 **Funding Sources:** Tutors (certified and classroom teachers) and smart snacks - Title I, A - $23,811, Tutors (certified and classroom teachers) - ESSER - $17,946	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: To address the needs of all students, particularly those at-risk of failing state assessments, Instructional Coaches will support teachers and students by providing ongoing professional development, assisting in lesson plan development, conducting model lessons and providing feedback. **Strategy's Expected Result/Impact:** Increased student achievement Increased teacher content knowledge **Staff Responsible for Monitoring:** Principal/AP **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** IC, 1.07 FTE - State Comp - $75,675, IC, 1 FTE - Title I, A - $72,625				261

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Bowen will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement

Performance Objective 2: All teachers will regularly and effectively monitor and review assessment data in order to determine appropriate interventions and/or enrichment.

Evaluation Data Sources: RtI data (Branching Minds)
Assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June 2022
Strategy 1: Regularly progress monitor as a grade level in order to identify struggling students and to track progress of high-achieving students. **Strategy's Expected Result/Impact:** Use of multiple data sources Increased student achievement **Staff Responsible for Monitoring:** Principal/AP ICs Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Regular RtI meetings will be held for students struggling academically or behaviorally in order to plan for and monitor the effectiveness of research-based Tier 2 and 3 interventions. **Strategy's Expected Result/Impact:** Targeted and timely interventions Identification of students for SPED, dyslexia or GT referrals Increased student achievement **Staff Responsible for Monitoring:** Principal/AP Counselor Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Utilize Branching Minds program to track the RtI process for struggling students. **Strategy's Expected Result/Impact:** Consistency and accountability for the RtI process resulting Increased student achievement **Staff Responsible for Monitoring:** Principal/AP, Counselor Teachers **Funding Sources:** - Local Funds - District				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Data from universal screeners will be used to determine student groups for Tier 2 or Tier 3 LLI intervention. **Strategy's Expected Result/Impact:** Targeted interventions Increased student achievement **Staff Responsible for Monitoring:** ICs Reading interventionists **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide professional development through PLC, faculty meetings and district training to educate teachers on differentiated instructional strategies implemented to address needs of a range of learners (to include special education students) in order to increase the quality of instructional time. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal/AP, Special Education teachers General Education teachers ICs **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Professional development materials - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Bowen will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement

Performance Objective 3: Increase the percentage of 3rd and 4th grade students scoring "Meets" on STAAR Reading/ELA by at least 15%. {35% in 2021}

Evaluation Data Sources: DBA data, MAP data, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: 3rd & 4th grade teachers will use reading computer programs to supplement reading instruction. (iRead, Accelerated Reader, EPIC Imagine Learning and Learning A-Z) **Strategy's Expected Result/Impact:** Increased reading fluency and basic reading skills Increased exposure to rich literature **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** Technology-based instructional resources - Local Funds - Campus				264

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 3rd & 4th grade teachers will conduct MAP 3 times at the beginning, middle and end of the school year. **Strategy's Expected Result/Impact:** Consistent progress monitoring Identify struggling students Identify high achieving students **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 3rd & 4th grade teachers will provide daily guided reading. Groups will be determined based on the results on results from BOY, MOY EOY MAP and running records. **Strategy's Expected Result/Impact:** Increased reading proficiency Increased student achievement Differentiation **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Use of small group reading stations to meet the diverse needs of students. **Strategy's Expected Result/Impact:** Increased student achievement Differentiation **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Bowen will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement

Performance Objective 4: Increase the percentage of 3rd and 4th grade students scoring "Meets" on STAAR Math from 27% to at least 35%.

Evaluation Data Sources: DBA data, MAP data, STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Students will utilize Imagine Math to supplement math instruction and provide targeted intervention.	Formative			Summative
Strategy's Expected Result/Impact: Increased math skills Increased performance on 3rd & 4th grade Math STAAR	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus				266

Strategy 2 Details	Reviews			
Strategy 2: K-4 teachers will utilize small groups daily to provide targeted math instruction.	Formative			Summative
Strategy's Expected Result/Impact: Increased math achievement Targeted math instruction Differentiation	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize concept quizzes and mastery checks daily to determine the instructional focus for small group instruction and re-teach.	Formative			Summative
Strategy's Expected Result/Impact: Increased math achievement Timely intervention and re-teach	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Interventionist will provide targeted Tier 2 instruction for students struggling in math. **Strategy's Expected Result/Impact:** Targeted intervention Increased student achievement **Staff Responsible for Monitoring:** ICs Interventionists **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Bowen will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement

Performance Objective 5: The percentage of K-2 students demonstrating at least one year's growth in reading, as measured by MAP will increase by 5% from spring 2021.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: K-2 teachers will use reading computer programs to supplement reading instruction. (iRead, Accelerated Reader and Learning A-Z). **Strategy's Expected Result/Impact:** Increased reading fluency and basic reading skills Increased exposure to rich literature **Staff Responsible for Monitoring:** Principal/AP IC Teachers Librarian **Funding Sources:** - Local Funds - Campus				268

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will conduct MAP at beginning, middle and end of the school year. **Strategy's Expected Result/Impact:** Consistent progress monitoring Identification of struggling/at-risk students **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will provide daily guided reading to leveled groups determined by student performance levels determined from results on results from BOY, MOY EOY MAP and running records. **Strategy's Expected Result/Impact:** Increased reading proficiency Increased student achievement Differenttiation **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Use of small group reading stations to meet the diverse needs of students. **Strategy's Expected Result/Impact:** Increased student achievement Differentiation **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Bowen will foster a positive culture and climate in order to provide a safe learning environment which supports academic success and student attendance.

Performance Objective 1: Maintain a student attendance rate of 95% and above.
(96% in 2018-19, __% in 2019-20, __% in 2020-21)

Evaluation Data Sources: attendance data, audit of truancy data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Educate parents on attendance requirements and the importance of attendance in regard to student academic achievement. **Strategy's Expected Result/Impact:** Increased parental awareness of attendance policies Increased student attendance Increased academic achievement **Staff Responsible for Monitoring:** Principal/AP Attendance clerk Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Regular attendance committee meetings to monitor attendance and track at-risk students who are not meeting attendance requirements. **Strategy's Expected Result/Impact:** Increased student attendance Increased academic achievement **Staff Responsible for Monitoring:** Principal/AP Attendance committee **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Conduct parent conferences with administration to discuss attendance concerns. **Strategy's Expected Result/Impact:** Increased parental awareness of attendance policies Increased student attendance Increased academic achievement **Staff Responsible for Monitoring:** AP Attendance clerk **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Bowen will foster a positive culture and climate in order to provide a safe learning environment which supports academic success and student attendance.

Performance Objective 2: Provide opportunities for students to develop self-awareness skills and coping strategies to positively impact them academically, socially and physically.

Evaluation Data Sources: Discipline referral data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue to develop an effective PBIS team. Team will develop an action plan for the implementation of PBIS and share with staff during August PD and throughout the school year as needed. **Strategy's Expected Result/Impact:** Decreased behavior/violent incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** PBIS team Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All staff will be trained on the components of PBIS, with a focus on the implementation and communication of the school-wide matrix. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** PBIS team Counselor **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
Strategy 3: Staff will implement PBIS matrix (P. R. I. D. E.) as a tool to communicate campus-wide behavior expectations for common areas.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** PBIS team Teachers Counselor **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will teach Essential 8 lessons once per week and social skills lesson 4 days per week.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** PBIS team Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
Strategy 5: PBIS team will meet monthly to analyze data, report on progress/needs, determine impact of implementation and discuss focus for each subcommittee.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** PBIS team **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: All staff will utilize the campus behavior tracker to document skills which need to be practiced, and provide PRIDE points as a reinforcement system to encourage positive behaviors. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** PBIS team Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Bobcat PRIDE store will be established to allow students to redeem PRIDE points weekly or bi-weekly. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** PBIS team Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Continued implementation of CHAMPS and components of CKH as a means to promote positive behavior and develop self-management and accountability. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** PBIS team Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Provide interventions and supports for students who are identified as behaviorally and instructional at-risk of dropping out of school through RtI. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture Targeted interventions for struggling students **Staff Responsible for Monitoring:** Principal/AP Counselor Teachers **Funding Sources:** - State Comp				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Appropriate staff will receive CPI training annually in order to develop skills for de-escalation and coping in crisis situations. **Strategy's Expected Result/Impact:** Principal/AP Counselor Teachers **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - District				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Any reports of bullying will be promptly investigated and handled according to district guidelines and protocol. Reports may be anonymously reported through BeSafe App. **Strategy's Expected Result/Impact:** Decreased bullying and violent incidents **Staff Responsible for Monitoring:** Principal/AP Counselor Behavior management specialist **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Bowen will foster a positive culture and climate in order to provide a safe learning environment which supports academic success and student attendance.

Performance Objective 3: Support the district recruitment plan to hire and retain highly qualified staff with a focus on providing instructional supports and ongoing professional development.

Evaluation Data Sources: Observation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Assemble interview teams to conduct interviews to recruit highly effective teachers and ensure the best possible match for campus and grade level needs. **Strategy's Expected Result/Impact:** Diverse staff Increased recruitment of teachers **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Make every effort to hire highly qualified staff (professional and paraprofessional). **Strategy's Expected Result/Impact:** Highly qualified staff Increased student achievement **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Work to assemble a culturally diverse staff which is representative of the student population. **Strategy's Expected Result/Impact:** Diverse staff **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
Strategy 4: Implement team building activities regularly during PLC and faculty meetings.	Formative			Summative
Strategy's Expected Result/Impact: Increased employee retention Positive school climate **Staff Responsible for Monitoring:** Principal/AP PBIS team **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Provide opportunities for on-site and off-campus professional development for teachers and paraprofessionals based on campus needs identified through assessment data, staff input and walkthroughs.	Formative			Summative
Strategy's Expected Result/Impact: Increased teacher quality Retention of highly qualified staff **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** Staff Development (conference attendance or contracted services) - Local Funds - Campus	Nov	Feb	Apr	June

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Strategy 6 Details	Reviews			
Strategy 6: Teachers will attend district collaborative meetings for professional growth in their content area(s).	Formative			Summative
Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Continue to develop and encourage a collaborative Professional Learning Community through weekly meetings to address student and campus needs.	Formative			Summative
Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: PBIS Student and Staff Acknowledgement Sub-Committee will regularly meet to discuss and plan for ways to acknowledge staff for implementing PBIS with fidelity.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased teacher satisfaction Increased teacher support Increased teacher performance Regular support and coaching for teachers Retain highly qualified staff **Staff Responsible for Monitoring:** PBIS team **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
Strategy 9: Utilize TTESS evaluation system to evaluate all teachers. SLO/Goal-Setting meetings, pre and post conferences will be held to provide regular, targeted feedback for teacher growth through reinforcement and refinement.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased teacher performance Regular support and coaching for teachers Retain highly qualified staff **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 10 Details	Reviews			
Strategy 10: Conduct regular classroom walkthroughs.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased teacher performance Regular support and coaching for teachers Retention of highly qualified staff **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** - Local Funds - Campus				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Principal and Assistant Principal will participate in regular district level Professional Learning Committees in order to gain knowledge and skills in school leadership. Principal and secretary will follow practices of Breakthrough Coach in order be more productive by establishing coaching and office days. **Strategy's Expected Result/Impact:** Increased leadership capacity Increased teacher performance Regular support and coaching for teachers Retention of highly qualified staff **Staff Responsible for Monitoring:** Principal/AP Secretary **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Goal 3: Bowen will actively seek to engage family, students staff and community in order to increase communication and provide a positive school environment.

Performance Objective 1: Instill in Bowen students a sense of spirit, pride and ownership in their learning.

Evaluation Data Sources: Discipline data
Event sign-in sheets
Student group rosters (Safety Patrol, Student Council)

Strategy 1 Details	Reviews			
Strategy 1: Student participation in PreK & Kindergarten Promotion Celebration.	Formative			Summative
Strategy's Expected Result/Impact: Family engagement **Staff Responsible for Monitoring:** Principal/AP Secretary Pre K Kindergarten teachers **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: 4th Grade Scheduling Process to assist students in making informed decisions for middle school schedules.	Formative			Summative
Strategy's Expected Result/Impact: Informed decisions for intermediate school courses and programs (Inquire, Odyssey) **Staff Responsible for Monitoring:** Counselor 4th Grade Teachers **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Student participation in 4th Grade Promotion Celebration.	Formative			Summative
Strategy's Expected Result/Impact: Family engagement **Staff Responsible for Monitoring:** Principal/AP 4th grade teachers Specials teachers **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Behavior Management Specialist will assist students in need of self-management skills.	Formative			Summative
Strategy's Expected Result/Impact: Decreased behavior incidents Increase in student use self-regulation strategies **Staff Responsible for Monitoring:** AP PBIS team **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Establish Student Council to provide opportunities for student leadership.	Formative			Summative
Strategy's Expected Result/Impact: Student leadership **Staff Responsible for Monitoring:** Principal/AP 4th grade teachers **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

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Strategy 6 Details	Reviews			
Strategy 6: Student participation in UIL, Spelling Bee, ArtFest and other academic and extracurricular events.	Formative			Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement Positive student reinforcement **Staff Responsible for Monitoring:** Principal/AP Assorted staff **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Bowen will actively seek to engage family, students staff and community in order to increase communication and provide a positive school environment.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, community, staff and the school.

Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide consistent home/school communication through Tuesday folders, Blackboard, SafeStop App email, flyers and Schoology. **Strategy's Expected Result/Impact:** Increased communication **Staff Responsible for Monitoring:** Principal Secretary Teachers **Funding Sources:** - Local Funds - Campus				282

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Regularly update school website and social media. **Strategy's Expected Result/Impact:** Increased communication and family/community engagement **Staff Responsible for Monitoring:** Principal Secretary Art teacher **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Update school calendar to reflect events and important dates. **Strategy's Expected Result/Impact:** Increased communication and family/community engagement **Staff Responsible for Monitoring:** Principal Secretary **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
Strategy 4: Grade level orientation nights held during first six weeks of school.	Formative			Summative
Strategy's Expected Result/Impact: Increased family engagement **Staff Responsible for Monitoring:** Principal Teachers **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Parent/Teacher conferences and home visits held during fall and spring semesters.	Formative			Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June
				283

Strategy 6 Details	Reviews			
Strategy 6: Regular CPIC meetings held to review campus plan and school's progress toward set goals.	Formative			Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement Parent buy-in **Staff Responsible for Monitoring:** CPIC CNA **Title I:** 4.2 **Funding Sources:** Snacks to encourage attendance - Title I, A - $100	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: The campus improvement plan is made available in both English and Spanish at the Title I annual meeting, on the campus webpage and parent kiosk.	Formative			Summative
Strategy's Expected Result/Impact: Access to school resources **Staff Responsible for Monitoring:** Principal Secretary **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: Parent and family engagement policy and Home/School Compacts jointly developed and agreed upon by parent and school. Documents are made available to be distributed in English and Spanish.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased communication and family/community engagement Parent buy-in **Staff Responsible for Monitoring:** CPIC **Title I:** 4.1 **Funding Sources:** Snacks to encourage attendance - Title I, A - $100				

Strategy 9 Details	Reviews			
Strategy 9: Host Family Academic Nights (one per semester) and two annual Title I meetings, the first during the first 9-weeks of school.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased communication and family/community engagement **Staff Responsible for Monitoring:** Principal Parent Involvement Committee **Title I:** 4.2 **Funding Sources:** Snacks for parent engagement activities and events - Title I, A - $500, Materials for parent engagement activities and events - Title I, A - $572, Childcare offered to encourage parent attendance - Title I, A - $200				

Strategy 10 Details	Reviews			
Strategy 10: Grade level music programs held throughout the school year to showcase student talents.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased communication and family/community engagement Parent buy-in Positive student reinforcement **Staff Responsible for Monitoring:** Specials team Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Support PTO in the planning, preparation and implementation of various campus initiatives. **Strategy's Expected Result/Impact:** Increase family and community engagement **Staff Responsible for Monitoring:** Principal/AP Parent Involvement Committee Social Committee **Funding Sources:** - Local Funds - Campus				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12: Encourage parents to complete the parent/community survey provided by Bryan ISD. **Strategy's Expected Result/Impact:** Increased family and community input Parent input Ownership in the school community **Staff Responsible for Monitoring:** Principal PBIS team **Funding Sources:** - Local Funds - Campus				

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Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13: Offer a flexible number of family engagement events offered at a variety of times to provide opportunities for parents to attend and interact with their child and campus staff at school. For example: *Build it With Dad - AM *Watch DOG Launch - PM *Lunch and Learn - during school hours *Muffins with Mom - AM **Strategy's Expected Result/Impact:** Increased family and community input Parent input Parental ownership in the school community **Staff Responsible for Monitoring:** Parent Involvement Committee Principal **Title I:** 4.2 **Funding Sources:** SMART snacks for family events - Title I, A - $293				

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	8			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	5	Professional development materials		$0.00
1	3	1	Technology-based instructional resources		$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	5	4			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	2	8			$0.00
2	2	11			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
2	3	4			$0.00
2	3	5	Staff Development (conference attendance or contracted services)		$0.00
2	3	6			$0.00
2	3	7			$0.00
2	3	8			$0.00
2	3	9			$0.00
2	3	10			$0.00
2	3	11			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	6			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	2	5			$0.00
3	2	7			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	10			$0.00
3	2	11			$0.00
3	2	12			$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$0.00
2	2	10			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	IC, 1.07 FTE		$75,675.00
2	2	9			$0.00
				Sub-Total	$75,675.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Materials for tutoring		$0.00
1	1	7	Technology		$17,000.00
1	1	8	Research-based instructional resources		$1,000.00
1	1	9	Tutors (certified and classroom teachers) and smart snacks		$23,811.00
1	1	10	IC, 1 FTE		$72,625.00
3	2	6	Snacks to encourage attendance		$100.00
3	2	8	Snacks to encourage attendance		$100.00
3	2	9	Materials for parent engagement activities and events		$572.00
3	2	9	Snacks for parent engagement activities and events		$500.00
3	2	9	Childcare offered to encourage parent attendance		$200.00
3	2	13	SMART snacks for family events		$293.00
				Sub-Total	$116,201.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Tutors (certified and classroom teachers)		$17,946.00
				Sub-Total	$17,946.00

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Bryan Independent School District

Branch Elementary School

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During the summer, the campus improvement team made up of staff, parents, and community members met on more than one occassion in June and July. Additionally we had several parent involvement events where we asked for additional input. We continued to invite parents to provide their input at our Parent Orientation night and on our District Fall and Spring Surveys.

The entire staff and the campus improvement team reviewed STAAR data and other end of the year data over the summer to determine any additional needs that needed to be addressed.

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Strengths:

Families continue to support our campus and attend family engagement events.

Teachers continue to drill down to the student level and then to the skill level for each student within the TEKS.

While we have many new teachers, our process for professional development and training our new staff has proven to be very strong.

Staff and parents that have day to day contact with the school see the good things that are going on at Branch and that things are changing for the better

Needs:

- supplemental programs and activities to use in the classroom to support intervention needs

- Activities and SMARTsnacks to support Family Engagement Academic Nights

- professional development at all levels

- build a positive campus culture and climate

In addition to normal school year needs, the campus improvement team also discussed needing supplemental programs and activities to use in the classroom to support intervention needs with our students as we anticipate several learning gaps due to the quick transition from school to online school last year due to covid. This would include instructional materials throughout the year and during STAAR prep in the Spring Semester.

In addition to supplemental supports and interventions, we have discussed the need for professional development at all levels from administration to teachers and instructional assistants. We also discussed the need to build a positive campus culture and climate to include positive incentives for students and staff. These positive incentives could be treats, snacks, or planned activities such as lunch or dances.

(Title 1 Part A element 1).

Demographics

Demographics Summary

Branch Elementary is a Bilingual campus. Our African American and White population has decreased while our Hispanic population increased. Our staff demographics also continues to change to more closely match that of our demographic and to add more male teachers onto our team.

We do need to continue to reach out to our Spanish-speaking parents and be sure that our school is an inviting and welcoming place for them by being sure that we have bilingual staff members that can support them and talk with them.

We also need to be sure that we are holding events that are at flexible times and are just-in-time with what our families need.

Demographics Strengths

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With the rezoning, our campus is now more reflective of our community. We do have some Bilingual students that are zoned to another campus (Ross), but our zoned students are now able to attend their zoned school.

Families continue to support our campus and attend family engagement events.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Gaps between our demographic groups exist. **Root Cause:** Additional targeted instruction needs to be provided to students to address gaps.

Student Learning

Student Learning Summary

Based on district based assessments and DRA, our students continue to make progress in all academic areas. Our 1st grade and Kindergarten bilingual students made significant gains in reading in Spanish and we were able to dedicate more time to our 1st graders in moving them to English in reading. Our 2nd and 3rd graders continue to struggle but have closed the gap in reading.

We need to continue to use a vareity of instructional strategies and resources with all of our students to continue academic achievement.

We will need to add additional data here after we receive STAAR scores to determine our growth in reading and math.

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Continual PD is needed for writing since it has been incorporated into reading.

Increased focus on targeted instruction to close gaps in learning.

Student Learning Strengths

Teachers continue to drill down to the student level and then to the skill level for each student within the TEKS. We also continue to be able to pay tutors to work with our students in the areas of reading, writing, and math to close the skill gaps for our students.

We will need to add additional data to this area once we have received STAAR data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR 2023 RLA scores were low with a Domain 1 scale score of a 64. **Root Cause:** Lack of implementation fidelity in guided reading to the depth and complexity needed for a student to master skills using both fiction and non-fiction texts.

School Processes & Programs

School Processes & Programs Summary

Processes and Programs have been established and are institutionalized.

Special Programs include: Bilingual - Early Exit

Implementing Foundations from Safe and Civil Schools and CHAMPs this school year -- need to create student and staff procedure processes.

Utilize tutoring to provide targeted instruction to students to address the learning needs of students.

School Processes & Programs Strengths

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Since processes and programs are in place it is easier to assimilate new staff coming to Branch thus bringing new people on board we are able to concentrate on classroom management and curriculum. While we have many new teachers, our process for professional development and training our new staff has proven to be very strong.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: On the 2023 4th grade STAAR, only 30.7% of students scored at or above meets on Reading and only 39.7% of students scored at or above meets on Math.
Root Cause: Lack of understanding of the progress measure domains and its impact on planning and student learning.

Perceptions

Perceptions Summary

When surveying staff and community, the perception is that Branch is changing back to how it used to be, but that people who do not have direct contact with Branch still have a negative perception of Branch.

Staff and parents would like to see more information on the website and more information out there about Branch, so that when you google Branch the negative information is outweighed by the positive information.

Perceptions Strengths

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Staff and parents that have day to day contact with the school see the good things that are going on at Branch and that things are changing for the better; however, they are aware as to how others perceive Branch and there is a strong desire by the stakeholders to do something about changing the image of Branch.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Misperception of Branch based on campus rating. **Root Cause:** Need more students to get to meets and masters on STAAR.

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

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- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

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Goals

Goal 1: Branch Elementary will support the academic and post-secondary success of every student through proficiency in literacy and numeracy.

Performance Objective 1: 100% of teacher will implement a comprehensive MTSS framework to include a system of prevention, screening, and monitoring, structure for accountability and support in an effort to improve student outcomes. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Progress monitoring and data review meetings to discuss students with regards to interventions, the needs of students, progress, and any other information to be shared. **Strategy's Expected Result/Impact:** Agendas, meeting records, RtI documenation **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase the amount and quality of learning time ensuring a well rounded education by providing interventions to all students, particularly those at-risk of failing state assessments using hourly employees (tutors, paraprofessional) in the areas of reading, writing, math, and science. Interventions will be determined based on data and will be documented through the MTSS process. Funds will be used from federal, state and local and we will focus on coordinating efforts to maximize the impact of the resources. **Strategy's Expected Result/Impact:** RtI progress notes, schedule established **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 **Funding Sources:** Tutors, prof and para - Title I, A - $87,000, Tutors - State Comp - $32,000, Tutoring Snacks - Title I, A - $2,000, Tutors, prof and para - ESSER - $34,431				

Strategy 3 Details	Reviews			
Strategy 3: Leadership Team will identify students through universal screeners and through the progress monitoring process for interventions.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Schedule fo small group; intervention documentation. Progress monitoring. **Staff Responsible for Monitoring:** Principal AP **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development at the beginning of the year and through out the year to clarify and deepen the understanding of teachers about the MTSS process, movement between tiers, and levels of supports within the classroom and outside of the classroom. Professional development for implementing strategies in Tier 1, 2, and 3 instructions.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Faculty meetings, PLC meetings, RtI paperwork completed **Staff Responsible for Monitoring:** Principal **Funding Sources:** Dr. Loyde Contract - Title I, A - $6,500, Registration and travel costs - Title I, A - $6,000				

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Strategy 5 Details	Reviews			
Strategy 5: Small group instruction/stations in all classrooms for reading, writing, and math.	Formative			Summative
Strategy's Expected Result/Impact: Walkthroughs, Observations, Station and Small group schedule.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal AP Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
Strategy 6: Reteaching/Intervention time during the school day will focus on development of identified skills and process standards.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: lesson plans, walkthroughs, observations **Staff Responsible for Monitoring:** IC, AP, Principal **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: During individual teacher meetings, review disaggregaged student data (with a monitoring of LEP, SpEd, 504, homeless, and at-risk students). **Strategy's Expected Result/Impact:** Agenda, notes, plans developed for students **Staff Responsible for Monitoring:** Principal AP Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Classroom instructional materials and technology will be purchased to support tutoring and interventions for at-risk students at the level of rigor required for mastery of skills and to to support skill attainment in reading and math. Library books to improve the choice for students literacy. **Strategy's Expected Result/Impact:** items purchased, walkthroughs, observations, lesson plans, intervention group, progress notes, RtI notes **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches **Funding Sources:** Instructional materials, library books - Title I, A - $7,500, Instructional materials and technology - ESSER - $5,000, Instructional Materials, Library books - State Comp - $3,000, Instructional Subscriptions - ESSER - $5,000, Instructional Subscriptions - Title I, A - $3,498, Library Books - Title I, A - $2,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Tutoring to be held at times that are best to meet the needs of low-achieving students without interrupting instructional time (with a monitoring of LEP, SpEd, and at-risk students). **Strategy's Expected Result/Impact:** schedule, plan developed, progress monitoring and notes **Staff Responsible for Monitoring:** Principal AP **Funding Sources:** - Local Funds - Campus				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Analyze discipline data by ethnicity and special eduation, including strategies for improvement with specific attention to ISS, OSS, DAEP. **Strategy's Expected Result/Impact:** Notes from review; strategies developed; review of data complete **Staff Responsible for Monitoring:** AP Behavior Management Specialist **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Branch Elementary will support the academic and post-secondary success of every student through proficiency in literacy and numeracy.

Performance Objective 2: 100% of teachers will use multiple data sources (progress monitoring) to inform instruction and intervention decisions to maximize student achievement and to reduce the gaps in student achievement throughout the 23-24 school year. DIP

Evaluation Data Sources: A progress monitoring system will be implemented by 100% of all teachers. 65% of tests taken by Economically Disadvantaged students will be at the current met standard level for the 2023-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: On-line data charts and review of data will inform instruction to address skills gaps and include a component that will provide future teachers with information from the prior school year(s). **Strategy's Expected Result/Impact:** system created and in use by all staff **Staff Responsible for Monitoring:** Principal, AP	Nov	Feb	Apr	June
				305

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide on-going training on the use of the progress monitoring process to include how to use the information and what to do with the information once you have it. **Strategy's Expected Result/Impact:** agenda, minutes, RtI process, Index 2 and 4 results **Staff Responsible for Monitoring:** Principal, AP	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Data will be reviewed after each teacher made test, district DBA; as well as, monthly for reading and math levels for all students. **Strategy's Expected Result/Impact:** Schedule in place and meetings held **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Review data with individual teachers and grade levels to include all data - academic, attendance, discipline. **Strategy's Expected Result/Impact:** meetings held; support provided as needed **Staff Responsible for Monitoring:** Principal, AP	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: All district unit assessments will be analyzed by subject, by teacher, by demographics, and by student, by teacher. **Strategy's Expected Result/Impact:** Data will be used to design instruction and reteach lessons that are specific to skills and students; walkthroughs, observations **Staff Responsible for Monitoring:** IC, AP, Principal				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: All classroom major tests, and district unit assessments will be analyzed by SE, Skill, Process standard, by demographics and student **Strategy's Expected Result/Impact:** Data will be used to design instruction and reteach lessons that are specific to skills and students; walkthroughs, observations **Staff Responsible for Monitoring:** IC, AP, Principal				306

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Teachers will identify instructional support needed for students in RLA in their lesson design and delivery by monitoring student progress according to students' individual ratings. Teachers will use Summit K-12 to align necessary vocabulary and writing strategies to students' proficiency levels. **Strategy's Expected Result/Impact:** At the end of each six weeks, teachers will review student progress data with principal or designee **Staff Responsible for Monitoring:** All RLA teachers in K-2 and 3 &4 ELAR, campus principals, and instructional coaches **Targeted Support Strategy**				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Branch Elementary will support the academic and post-secondary success of every student through proficiency in literacy and numeracy.

Performance Objective 3: EL students, students with disabilities, at-risk students and migrant students to a level at or above state and federal requirements by developing strategies to promote increased instructional rigor as defined by TEA in Domain 3. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will identify instructional support needed for English Language Learners in their lesson design and delivery by monitoring student progress according to students' individual language ratings. Teachers will use Project ELL and Summit K-12 to align necessary linguistic accommodations to their students' proficiency levels. **Strategy's Expected Result/Impact:** At the end of each six weeks, teachers will review student progress data with principal or designee **Staff Responsible for Monitoring:** All core content teachers of ELLs, campus principals, and instructional coaches **Funding Sources:** - Title III, A - LEP				307

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Ensure that each teacher knows who the ESL, LEP denial, and monitor students are in their classes. **Strategy's Expected Result/Impact:** agenda, notes, list of students shared with teachers **Staff Responsible for Monitoring:** AP				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Review TELPAS data to focus plan on moving students to the next level of achievement. **Strategy's Expected Result/Impact:** agendas, plan developed, increase in level of achievement. **Staff Responsible for Monitoring:** Principal AP				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Monitor classrooms for the use of Seidlitz practices. **Strategy's Expected Result/Impact:** observations, walkthroughs, lesson plans **Staff Responsible for Monitoring:** Principal AP Instructional Coaches				

Strategy 5 Details	Reviews			
Strategy 5: Conduct a LPAC meeting once a 6 weeks to review the progress of our LEP students.	Formative			Summative
Strategy's Expected Result/Impact: agendas, notes, forms submitted, plans developed as needed **Staff Responsible for Monitoring:** AP	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Provide the least restrictive educational setting appropriate to meet the students' IEP with an intentional effort to increase the amount of time in the General Education classroom.	Formative			Summative
Strategy's Expected Result/Impact: Class schedule; IEP development **Staff Responsible for Monitoring:** Principal, AP, Special Education teachers	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Analyze individual student needs, through the review of data, to support the implementation of effective research based instructional practices to enhance the learning of students with disabilities.	Formative			Summative
Strategy's Expected Result/Impact: data review completed; services updated to reflect needs of students **Staff Responsible for Monitoring:** Principal, AP	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: Students will be distributed to teachers based on the needs of the students and the strengths of the teacher, so that minority and low-income students are taught by highly qualified teachers at the same rate as other student groups.	Formative			Summative
Strategy's Expected Result/Impact: Class cards Class lists **Staff Responsible for Monitoring:** Principal, AP	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Monitor and address specific needs of students for special programs, such as homeless, suicide prevention, conflict resolution, violence prevention/intervention, or dyslexia treatment programs, and pregnancy related services through MTSS.	Formative			Summative
Strategy's Expected Result/Impact: MTSS documentation of plan and support provided. **Staff Responsible for Monitoring:** Principal, AP, Counselor	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: Intervene with at-risk students, including migrant students, using MTSS process to identify students for tutoring and interventions to reduce the risk/eliminate drop-out risk.	Formative			Summative
Strategy's Expected Result/Impact: schedule, plan developed **Staff Responsible for Monitoring:** Principal, AP	Nov	Feb	Apr	June

Strategy 11 Details	Reviews			
Strategy 11: Dyslexia services will be provided for students that are identified as dyslexic. A plan through special education will be developed to address individual student needs in either a special education or general education setting.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: dyslexia schedule IEPs **Staff Responsible for Monitoring:** Dyslexia Specialist Principal				

Strategy 12 Details	Reviews			
Strategy 12: Tutoring to be held at times that are best to meet the needs of low-achieving students without interrupting instructional time (with a monitoring of LEP, SpEd, migrant, and at-risk students).	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: schedule, plan developed, progress monitoring and notes **Staff Responsible for Monitoring:** Principal AP				309

Strategy 13 Details	Reviews			
Strategy 13: During individual teacher meetings, review disaggregaged student data (with a monitoring of LEP, SpEd, 504, homeless, migrant, and at-risk students).	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Agenda, Notes, Plan developed **Staff Responsible for Monitoring:** Principal AP Instructional Coaches				

Strategy 14 Details	Reviews			
Strategy 14: Review failure report each 6 weeks (with a monitoring of LEP, SpEd, 504, migrant, and at-risk students).	Formative			Summative
Strategy's Expected Result/Impact: agenda, notes, plan developed for students that are failing; LPACs and IEP meetings held for students failing.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Leadership Team				

Strategy 15 Details	Reviews			
Strategy 15: All teachers will identify on their roster- students who failed STAAR are SPED, ELL, EC. DISADVANTAGED.	Formative			Summative
	Nov	Feb	Apr	June

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 16: Ensure that all students that meet the criteria for Section 504 services are reviewed to determine what services might be needed. **Strategy's Expected Result/Impact:** Students identified, paperwork completed, meetings held, services provided. **Staff Responsible for Monitoring:** Principal, AP, Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Branch Elementary will support the academic and post-secondary success of every student through proficiency in literacy and numeracy.

Performance Objective 4: Improve our Student Performance for Writing on TELPAS and Extended Constructed Responses on the new STAAR. This data will be reflective on both State tests.

Evaluation Data Sources: TELPAS & STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement reading and writing into all content-areas and be deliberate about sharing with students that reading impacts all areas of their life to increase the amount and quality of learning time.	Formative			Summative
Strategy's Expected Result/Impact: lesson plans walkthroughs observations **Staff Responsible for Monitoring:** Instructional Coaches	Nov	Feb	Apr	June
				311

Strategy 2 Details	Reviews			
Strategy 2: Provide deliberate instruction in how to take a students' life experiences and use them in their writing.	Formative			Summative
Strategy's Expected Result/Impact: experiences used in student writing **Staff Responsible for Monitoring:** ELA Instructional Coach, Principal, AP	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Set expectation for oral and written communication to occur in complete sentences.	Formative			Summative
Strategy's Expected Result/Impact: agenda, minutes, walkthroughs, observations **Staff Responsible for Monitoring:** ELA Instructional Coach, Principal, AP	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Students share their writing with a variety of audiences.	Formative			Summative
Strategy's Expected Result/Impact: writing shared during morning meeting and in other settings - classrooms, parent meetings **Staff Responsible for Monitoring:** ELA Instructional Coach, Principal, AP	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Create and use a monitoring tool for editing skills to move from grade level to grade level in the writing portfolio folder. **Strategy's Expected Result/Impact:** Teachers will complete editing tool and it will follow students to the next grade level to assist in planning. **Staff Responsible for Monitoring:** ELA IC, Principal				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Students will write their 6 weeks writing sample based on district expectations with the end goal according to campus expectations and teachers will score their writing based on the campus-developed rubric. Writing samples will be maintained in the students' writing portfolio folder. **Strategy's Expected Result/Impact:** Writing samples with rubrics will be stored in the student's writing portfolio. **Staff Responsible for Monitoring:** Grade level teachers				312

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Branch Elementary will support the academic and post-secondary success of every student through proficiency in literacy and numeracy.

Performance Objective 5: Develop a strong standard-based system of instruction throughout Branch Elementary that continually engages 80% of the learners in rigorous curriculum that includes real-world contexts making effective use of instructional time as evidenced through walkthroughs. DIP

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize strategies to have students meet the "meets" and "masters" levels of performance on STAAR and to provide opportunities for a well-rounded education. **Strategy's Expected Result/Impact:** Walkhroughs Observations Data Review **Staff Responsible for Monitoring:** Principal AP				313

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Ensure that GT students are placed in GT-clustered classroom and provided instruction with their peer group through differentiated instruction that will enrich and accelerate the curriculum. Utilizing strategies to have children meet the advanced levels of performance on STAAR and to provide opportunities for a well-rounded education. **Strategy's Expected Result/Impact:** class lists academic groups lesson plans **Staff Responsible for Monitoring:** Principal AP Counselor Instructional Coaches				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide GT differentiation lessons through the Texas Performance Standards Project for grades K-4 to be delivered in the intervention/acceleration time allotment. **Strategy's Expected Result/Impact:** lesson plan, walkthroughs and observation showing implementation of TPSP **Staff Responsible for Monitoring:** Principal, AP				

Strategy 4 Details	Reviews			
Strategy 4: Provide instruction to parents, students, and staff on post-secondary success indicators.	Formative			Summative
Strategy's Expected Result/Impact: agenda, minutes, meetings held **Staff Responsible for Monitoring:** Principal, AP	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Increase the numbers of students participating in UIL and in a variety of writing competitions.	Formative			Summative
Strategy's Expected Result/Impact: participation in UIL, increase in numbers **Staff Responsible for Monitoring:** Principal, UIL Coordinators **Funding Sources:** participation fees - Local Funds - Campus - $250	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Data review will include performance of GT students and their progress towards attaining the post-secondary success indicators.	Formative			Summative
Strategy's Expected Result/Impact: Index 4 increase **Staff Responsible for Monitoring:** Principal, AP	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Monitor instructional practices related to the district-wide curriculum through walk-throughs, monitoring lesson plans, and coaching days in order to assess the needs of all students, particularly those at risk of not meeting state standards.	Formative			Summative
Strategy's Expected Result/Impact: Walthroughs observations **Staff Responsible for Monitoring:** Principal AP Instructional Coaches **Title I:** 2.4 **Funding Sources:** 1 FTE, IC - Title I, A - $72,625, 1 FTE, IC - State Comp - $75,675	Nov	Feb	Apr	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Branch Elementary staff will promote a positive culture and climate that encourages a shared responsibility for the learning environment.

Performance Objective 1: Branch will have a 97% attendance rate for the 2022-2023 school year. DIP

Strategy 1 Details	Reviews			
Strategy 1: Teachers complete a google attendance form by 8:00am each morning and phone calls made by front office staff by 8:30 am.	Formative			Summative
Strategy's Expected Result/Impact: daily checks completed	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Attendance Clerk and Secretary				

Strategy 2 Details	Reviews			
Strategy 2: Educate parents on attendance requirements and the importance of attendance on academic success, with careful attention to Pre-K & Kindergarten parents.	Formative			Summative
Strategy's Expected Result/Impact: agenda, minutes, letters sent, newsletters	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, AP				

Strategy 3 Details	Reviews			
Strategy 3: Classroom teachers call parents as a follow-up to office phone call to develop relationship with families.	Formative			Summative
Strategy's Expected Result/Impact: phone logs, notes from teachers	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, AP				

Strategy 4 Details	Reviews			
Strategy 4: Increase dialogue with our bus drivers to have our drivers alert us when we need to intervene with student behavior on the bus as a preventative measure.	Formative			Summative
Strategy's Expected Result/Impact: plan in place; admin notified of problems on bus; conferences with students held	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, AP				

Strategy 5 Details	Reviews			
Strategy 5: Conference with students who receive bus referrals as an intervention prior to removal from bus.	Formative			Summative
Strategy's Expected Result/Impact: plan in place; admin notified of problems on bus; conferences with students held	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, AP				

Strategy 6 Details	Reviews			
Strategy 6: Provide recognition of staff, students, and grade levels.....	Formative			Summative
Strategy's Expected Result/Impact: recognition visible **Staff Responsible for Monitoring:** Principal AP **Funding Sources:** - Local Funds - Campus - $500	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Recognize students who have Perfect Attendance for the Fall and/or Spring semester during morning announcements and on Facebook.	Formative			Summative
Strategy's Expected Result/Impact: awards held **Staff Responsible for Monitoring:** Principal AP Attendance Clerk	Nov	Feb	Apr	June
				316

Strategy 8 Details	Reviews			
Strategy 8: Hold parent conferences with campus administrator to discuss attendance concerns.	Formative			Summative
Strategy's Expected Result/Impact: communication logs; conferences held; attendance contract signed **Staff Responsible for Monitoring:** Principal AP	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Contact parents in a timely manner when tardies and/or absences become a concern.	Formative			Summative
Strategy's Expected Result/Impact: communication logs; conference records **Staff Responsible for Monitoring:** Principal AP	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: File truancy in a timely manner when tardies and/or absences are excessive and are not in compliance with state requirements.	Formative			Summative
Strategy's Expected Result/Impact: letters sent, conferences held, truancy filed **Staff Responsible for Monitoring:** Principal AP	Nov	Feb	Apr	June

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Attendance will be reviewed weekly by the administrative team: by student, by demographics, by grade,				

 No Progress  Accomplished  Continue/Modify  Discontinue

317

Goal 2: Branch Elementary staff will promote a positive culture and climate that encourages a shared responsibility for the learning environment.

Performance Objective 2: 100% of students will be provided opportunities to increase awareness of issues that affect them and impact them academically and socially. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Classroom and schoolwide implementation of Safe and Civil Schools (Essential 8, 7 Habits, and CHAMPS) to ensure that all students will be educated in a learning environment that is safe, drug free, and conducive to learning. **Strategy's Expected Result/Impact:** Walkthroughs Observation data **Staff Responsible for Monitoring:** Leadership Team				318

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Using fitness assessment data and other indicators recommended by SHAC, ensure that students are reaching required moderate or vigorous physical activity. **Strategy's Expected Result/Impact:** Fitness assessment data plan for activity **Staff Responsible for Monitoring:** PE Teacher				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide opportunities for students to identify community service projects to support through student-driven efforts. **Strategy's Expected Result/Impact:** community service completed **Staff Responsible for Monitoring:** Principal AP **Funding Sources:** - Local Funds - Campus - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue to provide schoolwide guidance talks and career education talks during morning meeting on a weekly basis. **Strategy's Expected Result/Impact:** talks given plan developed **Staff Responsible for Monitoring:** Counselor Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Classroom guidance lessons developed based on the needs assessment, Essential 8, focused on the needs of our students and grade levels, and in support of the the district focused areas of citizenship and respect, as well as, with a focus on career education. **Strategy's Expected Result/Impact:** Plans developed Lessons taught **Staff Responsible for Monitoring:** Counselor Principal				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Small group and individual counseling sessions to be held to meet the individual needs of students. **Strategy's Expected Result/Impact:** sessions held records of who meeting with **Staff Responsible for Monitoring:** Counselor				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Counselor will provide guidance for at-risk students, including suicide prevention and providing services for homeless students. **Strategy's Expected Result/Impact:** sessions held records of who meeting with **Staff Responsible for Monitoring:** Principal				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Provide assemblies on topics to include academic achievement, anti-bullying and good character, which together, lead to students who take ownership for their actions and are responsible. **Strategy's Expected Result/Impact:** Assemblies held **Staff Responsible for Monitoring:** Principal				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Discipline will be reviewed weekly by the administrative & Foundations team: by student, by demographics, by grade, by teacher. **Strategy's Expected Result/Impact:** decrease in number of referrals; increased time in class **Staff Responsible for Monitoring:** AP and Principal				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Branch Elementary staff will promote a positive culture and climate that encourages a shared responsibility for the learning environment.

Performance Objective 3: 100% of families that are impacting by transition to another campus will be communicated with for transition systems for grade level changes and student mobility that ensure consistent student progress. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Transition students from 4th to 5th grade by increasing expectations for students during transitions and lunch, as well as, provide learning experiences that enable students to meet academic standards throughout the school year. **Strategy's Expected Result/Impact:** restructured transitions to class and lunch **Staff Responsible for Monitoring:** 4th grade teachers Principal AP Counselor				320

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Conduct Transition to Intermediate School in January and Transition to Kindergarten in May. **Strategy's Expected Result/Impact:** sign-in, agendas **Staff Responsible for Monitoring:** Principal, AP, Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide Family Engagement Transition sessions for grades K, 1, 2, and 3 in a group setting to move to 1, 2,3,4 - Grand Transition Night, as well as, provide learning experiences that enable students to meet academic standards throughout the school year. **Strategy's Expected Result/Impact:** sign-in, agendas **Staff Responsible for Monitoring:** Principal, AP, Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Branch Elementary staff will promote a positive culture and climate that encourages a shared responsibility for the learning environment.

Performance Objective 4: Provide a systemic framework for offering continuous learning opportunities in sustaining successful educational practices addressing the needs of 100% of our campus staff. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Develop campus and individual-based professional development plan focused on greatest area of need, as well as, on collaboration, assessment, and goal monitoring and through the use of T-TESS. **Strategy's Expected Result/Impact:** plan developed, needs assessment completed **Staff Responsible for Monitoring:** Principal AP Instructional Coaches				321

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide teachers with the information, strategies, and campus needs based on campus needs. The PD will be ongoing as additional needs and areas are identified throughout the school year. **Strategy's Expected Result/Impact:** teams planning together, transition complete, meetings held **Staff Responsible for Monitoring:** Principal, AP, ICs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide on-going professional development on 7 steps to a Language-Rich Classroom Environment. **Strategy's Expected Result/Impact:** walkthroughs, observation **Staff Responsible for Monitoring:** Principal, AP, IC				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement professional development plan to include all faculty and staff members based on needs identified through data and staff input with an on-going and follow-up component through planning days, grade level meetings, faculty meetings, and other professional development as identified in professional goals and T-TESS to meet the needs of at-risk students. **Strategy's Expected Result/Impact:** plan developed, certificates, agenda, meeting records **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches **Funding Sources:** - Local Funds - Campus - all subjects				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Participate in the development of the district-wide common assessments by supporting the instructional coaches in their role as related to the curriculum development and unit test development. Coaches will involve teachers in assessment decisions. **Strategy's Expected Result/Impact:** attendance; feedback given on assessments **Staff Responsible for Monitoring:** Principal AP				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Purchase items needed to provide professional growth for all staff members - guided reading, writers workshop, guided math, small group instruction (reading, writing, math, science) and station development (reading, writing, math, science) to work with at-risk students. Also purchase instructional materials that go along with supporting students with their reading, math, and writing. **Strategy's Expected Result/Impact:** lesson plans, walkthroughs, items being utilized **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches **Funding Sources:** PD materials - State Comp - $2,022, PD Materials - Title I, A - $5,000, PD Materials - ESSER - $2,000				322

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Teachers will attend District Collaboratives for professional growth opportunities, as well as, to be involved in the making of decisions to the overall instructional program. **Strategy's Expected Result/Impact:** attendance; walkthroughs **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Branch Elementary staff will promote a positive culture and climate that encourages a shared responsibility for the learning environment.

Performance Objective 5: Integration of technology in instructional programs in 100% of our classrooms. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Expand the use of instructional technology in the classrooms. **Strategy's Expected Result/Impact:** walkthroughs lesson plans observations **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide professional development to continue to support instructional staff to integrate technology into their teaching and the student's learning. **Strategy's Expected Result/Impact:** certificates; attendance; use of technology during walkthroughs and observations **Staff Responsible for Monitoring:** Principal, AP	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Expand the number of available instructional technology items - ipads, laptops, headphones, and document cameras for use in classrooms with at-risk students. **Strategy's Expected Result/Impact:** items purchased and in use in the classroom **Staff Responsible for Monitoring:** Principal **Funding Sources:** Technology resources - Title I, A - $12,500, Technology - ESSER - $2,000	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Utilize Brain Pop by integrating into instruction in all grades - Kindergarten through 4th grade. **Strategy's Expected Result/Impact:** level of student engagement and use of technology will increase **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Branch Elementary will engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 1: Provide opportunities to foster positive relationships between parents, community, students, staff, and schools by hosting at least 2 events during the school year. At these events we will have parent engagement activities like educational games, books, and materials to promote learning at home. We will also provide SMARTsnacks and water to parents who attend and receive these activities for learning. DIP

Strategy 1 Details	Reviews			
Strategy 1: Implement Essential 8, social skills, CHAMPs, & Safe and Civil Schools	Formative			Summative
Strategy's Expected Result/Impact: walkthroughs agendas - use of EXCEL model **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June
				324

Strategy 2 Details	Reviews			
Strategy 2: Implement plan for on-going professional development for Essential 8, CHAMPS, and Foundations for all staff.	Formative			Summative
Strategy's Expected Result/Impact: plan developed agendas meeting records **Staff Responsible for Monitoring:** Principal AP	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: School-wide expected behaviors for CHAMPs will be initially taught during morning announcements and revisited throughout the school year by the teacher and during morning announcements.	Formative			Summative
Strategy's Expected Result/Impact: Behaviors taught Dates on plan Referrals **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Offer a flexible number of parent involvement events on different days and times to increase attendance/ engagement through Family Academic Fun Nights, other Family Involvement activities, and parent support activities being sure to include items such as: snacks, games, make-n-take by developing these programs with parent voice/input so that we can build program capacity. **Strategy's Expected Result/Impact:** sign-in, pictures **Staff Responsible for Monitoring:** Principal, AP, Counselor **Title I:** 4.2 **Funding Sources:** Parent resources - Title I, A - Parent Involvement, Resources - $2,000, Snacks to encourage family attendance - Title I, A - Parent Involvement, Snacks - $602				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide parents teaching tips/ways to support their child at each PTO meeting/program with a focus on: state academic assessments (content and academic standards), state and local assessments, requirements of Title I, Part A, and ways to work with educators to imporove their child's achievement. The information will be shared in a format and language that parents can understand. **Strategy's Expected Result/Impact:** sign-in, agendas **Staff Responsible for Monitoring:** Principal, AP, Counselor				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Teachers will communicate with parents on a regular basis with regard to their child's academics and behaviors in the classroom. **Strategy's Expected Result/Impact:** communication logs **Staff Responsible for Monitoring:** Principal, AP				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Host family-oriented activities: Field days, book character parades, grade level music programs, grandparents lunches, etc. **Strategy's Expected Result/Impact:** newsletter, communication logs, and other documentation **Staff Responsible for Monitoring:** Principal, AP				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Celebrate school - Mary Branch, Veteran's Day, 100s day, Childrens Book Week, Thanksgiving, Christmas, Valentines, Memorial Day, Presidents Day, etc. **Strategy's Expected Result/Impact:** events held, pictures **Staff Responsible for Monitoring:** Leadership Team **Funding Sources:** - Local Funds - Campus - $250				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Review campus plan at least three times per year with CPIC. CPIC will approve the campus plan at the first meeting of each school year. **Strategy's Expected Result/Impact:** Plan reviewed and revised **Staff Responsible for Monitoring:** Principal				326

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Increase participation in UIL, Student Council, Academic Clubs, and Service Clubs. **Strategy's Expected Result/Impact:** number of students involved **Staff Responsible for Monitoring:** Principal AP **Funding Sources:** snacks - Local Funds - Campus - 150				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Increase the relational capacity amongst all staff. (Communication between adults; teambuilding activities; communication shared with cafeteria and custodial staff - ways to approach children; affirmation bags for teaches; encouragement buddies) **Strategy's Expected Result/Impact:** Agenda, minutes, feedback **Staff Responsible for Monitoring:** Principal, Process Champions				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Branch Elementary will engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 2: Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders through parent letters, social media, and other methods at least 3 times each week. DIP

Strategy 1 Details	Reviews			
Strategy 1: Maintain webpage to share current information with parents and ensure that all contact information is current.	Formative			Summative
Strategy's Expected Result/Impact: items posted and shared **Staff Responsible for Monitoring:** AP	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Post good news/celebrations/informational items on Facebook, Twitter, and campus website.	Formative			Summative
Strategy's Expected Result/Impact: Items posted and shared **Staff Responsible for Monitoring:** AP	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Provide information to parents through email list and weekly parent letter from the campus principal.	Formative			Summative
Strategy's Expected Result/Impact: emails sent **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide district and local media with informaiton and newsworthy items about our campus.	Formative			Summative
Strategy's Expected Result/Impact: Items shared, events in media **Staff Responsible for Monitoring:** AP	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: All staff will return phone calls, emails and other communication from parents within 48 hours (school days) to address parents' questions and concerns	Formative			Summative
Strategy's Expected Result/Impact: communication logs **Staff Responsible for Monitoring:** Principal, AP	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Teacher contact will be made to all families within 2-3 weeks of school to find out the best way to reach each family. **Strategy's Expected Result/Impact:** Contact pages completed and on file **Staff Responsible for Monitoring:** Principal				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: At Parent Orientation/Open House, which is offered on more than one day and day of the week, the principal will review the annual campus rating from TEA and the AYP status to discuss campus performance objectives, as well as, our campus Title I program. Parents will be provided a description of the state curriculum, forms of academic assessments, and proficiency levels. **Strategy's Expected Result/Impact:** sign-in, agenda, meeting records **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Funding Sources:** - Title I, A - $0				328

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: All stakeholders will have multiple opportunities to provide feedback to the principal and leadership team as to their satisfaction with our responsiveness and in meeting the needs of their child. **Strategy's Expected Result/Impact:** surveys completed and data shared **Staff Responsible for Monitoring:** Principal				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Training for faculty and staff to reach out in a positive manner to parents that are not involved. **Strategy's Expected Result/Impact:** newsletter, agenda, logs **Staff Responsible for Monitoring:** Principal, AP, Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Branch Elementary will engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 3: Provide PD to 100% of staff members to continue our focus on creating a welcoming culture and climate for all stakeholders. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Build intentional relationships with students and their families. **Strategy's Expected Result/Impact:** decrease in referrals walkthroughs observations **Staff Responsible for Monitoring:** Principal AP				329

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Intentional implementation of Essential 8 and CHAMPs structures to build teams and relationships with at-risk students. **Strategy's Expected Result/Impact:** walkthroughs agendas social contracts **Staff Responsible for Monitoring:** Principal AP **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Training for faculty and staff to educate school staff on the value of parent contributions and ways to reach out to parents. **Strategy's Expected Result/Impact:** newsletter, communication logs, and other documentation. **Staff Responsible for Monitoring:** Principal, AP, Counselor				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement Branch Morning Announcements each day - includes pledges, moment of silence, student recognitions, movement songs, skills of the week, school song, school chants, and grade level cheers. **Strategy's Expected Result/Impact:** meetings held daily **Staff Responsible for Monitoring:** Principal				

Strategy 5 Details	Reviews			
Strategy 5: Recognize two students from each grade level for each of the Essential 8 traits.	Formative			Summative
Strategy's Expected Result/Impact: students recognized	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal				

Strategy 6 Details	Reviews			
Strategy 6: Recognize two students from each homeroom each 6 weeks as Good Citizens - Citizenship Awards.	Formative			Summative
Strategy's Expected Result/Impact: students recognized	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal				

Strategy 7 Details	Reviews			
Strategy 7: Recognize one teacher each month as our teacher of the month.	Formative			Summative
Strategy's Expected Result/Impact: teacher name submitted and teacher recognized	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal				

Strategy 8 Details	Reviews			
Strategy 8: Increase the number of people and the number of hours contributed through the volunteer program by recognizing our volunteers (Volunteer Luncheon)	Formative			Summative
Strategy's Expected Result/Impact: luncheon held, attendance, data sheets	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, AP, Counselor **Funding Sources:** recognition and meal - Local Funds - Campus - $300				

Strategy 9 Details	Reviews			
Strategy 9: Improve impact of home-school compact, Family Involvement Policy, and improvement plan with an emphasis on the different components throughout the school year by working with parents to update and develop policies by planning, reviewing, and improving of the school's Title I, Part A program and improvement of the Family Involvement Policy. Share English and Spanish versions of the policy at the Title I Annual Meeting and on the campus web page. Compacts are shared at parent teacher conferences shared in October.	Formative			Summative
Strategy's Expected Result/Impact: compact revised, parent letters	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, AP, Counselor **Title I:** 4.1 **Funding Sources:** - Title I, A				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Branch Elementary will maintain a high-quality workforce to support student success.

Performance Objective 1: Recruit and retain a diverse, highly qualified workforce to ensure high expectations for our diverse district are achieved, so that 100% of our staff members are highly-qualified.. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Work towards having a faculty which is representative of our student body demographics. **Strategy's Expected Result/Impact:** interview, notes, schedule **Staff Responsible for Monitoring:** Principal AP				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Recruit and retain teachers that are highly qualified for every subject and grade level that they teach. **Strategy's Expected Result/Impact:** interviews, SBEC certificates. **Staff Responsible for Monitoring:** Principal AP				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Work with HR to ensure that ALL teachers meet the ESSA effective teacher requirements and support HR by: Aggressively recruit effective teachers by participating in district career fairs, expand partnerships with universities by hosting student teachers, develop a "Grow Your Own" program to increase the number of local high school graduates who may enter the education profession, and support the district as a strategic compensation system is developed to ensure the recruitment and retention of effective teachers. **Strategy's Expected Result/Impact:** Participation in district led recruitment activities. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Branch Elementary will maintain a high-quality workforce to support student success.

Performance Objective 2: Provide job embedded professional development to equip 100% of our teachers and staff with the knowledge and skills necessary to increase student achievement. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Implement professional development plan to include all faculty and staff members based on needs identified through data and staff input with an on-going and follow-up component through planning days, grade level meetings, faculty meetings, and other professional development as identified in professional goals and T-TESS.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: plan developed, certificates, agenda, meeting records **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches **Funding Sources:** Professional Development Training and Travel - State Comp - $2,000, Professional Development Materials - Title I, A - $4,000				332

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide support to professional and paraprofessional staff who are struggling with student discipline.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Plans developed Notes for feedback **Staff Responsible for Monitoring:** Principal AP				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Provide teacher with the information for training and testing opportunities to complete ESL certification.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in number of teachers ESL certified **Staff Responsible for Monitoring:** Principal, AP				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Utilize Eduphoria walkthrough form to provide individual, specific feedback to teachers and staff.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: walkthroughs completed **Staff Responsible for Monitoring:** Principal AP				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Support 0-year experience teachers by attending new teacher institute meetings throughout the school year and through the support of the mentor coordinators. **Strategy's Expected Result/Impact:** Attendance at meetings. Retention of new teachers. **Staff Responsible for Monitoring:** Principal AP Instructional Coaches				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Provide support for teachers completing the initial 30 hour GT training and provide GT 6 hour updates for all teachers. **Strategy's Expected Result/Impact:** certificats of completion **Staff Responsible for Monitoring:** Principal Counselor				333

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Branch Elementary will maintain a high-quality workforce to support student success.

Performance Objective 3: Develop leadership systems to ensure student success and to provide support needed for staff to meet the needs of our students by meeting with stakeholders in a variety of settings at least 4 times per month. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Shared responsibilities in conducting faculty meetings - have others participate in leading welcome, good things, needs list, teambuilding activities, and launches. **Strategy's Expected Result/Impact:** agendas; increased participation in meetings **Staff Responsible for Monitoring:** Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Develop leadership team members that focuses on continuous improvement and positive change through weekly meetings and other leadership team activities. **Strategy's Expected Result/Impact:** agenda notes plans developed **Staff Responsible for Monitoring:** Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Develop faculty into a team that focuses on continuous improvement and positive change through faculty meetings, walkthroughs, PLCs and other development activities. **Strategy's Expected Result/Impact:** agenda notes plan developed **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Branch Elementary will ensure a safe and secure environment for all students, staff, and visitors.

Performance Objective 1: 100% of our staff members will continue to implement campus safety committees and campus-wide discipline management policies and procedures. DIP

Strategy 1 Details	Reviews			
Strategy 1: Implement the Essential 8 through district lesson plans and through the campus activities used Tuesday-Fridays.	Formative			Summative
Strategy's Expected Result/Impact: plans developed; walkthroughs **Staff Responsible for Monitoring:** Principal, Counselor	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			335
Strategy 2: Each teacher will submit a classroom management plan prior to the start of the school year that includes at least three steps that will be taken prior to contacting the office for help.	Formative			Summative
Strategy's Expected Result/Impact: plans submitted; referrals by teacher **Staff Responsible for Monitoring:** AP	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implementation of all components of the elementary dismissal procedures in ensuring the safety of all of our students and their families.	Formative			Summative
Strategy's Expected Result/Impact: hangtags in place; written ride changes **Staff Responsible for Monitoring:** Principal AP	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Update halls and bulletin boards to promote student performance and pride.	Formative			Summative
Strategy's Expected Result/Impact: updated areas around school **Staff Responsible for Monitoring:** Principal AP **Funding Sources:** - Local Funds - Campus - $250	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Teach and conduct drills. Fire drills - monthly; Lockdown, reverse evacuation, and bad weather drills - twice a year.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Drills completed **Staff Responsible for Monitoring:** Principal AP				

Strategy 6 Details	Reviews			
Strategy 6: Conduct safety meetings each month and provide feedback to district personnel immediately when problems occur.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: minutes from meeting **Staff Responsible for Monitoring:** Principal				

Strategy 7 Details	Reviews			
Strategy 7: Individual behavior plan and contracts will be developed for specific students when the schoolwide plan does not adequately address their needs.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Plans developed and followed **Staff Responsible for Monitoring:** Principal AP Behavior Management Specialist				

Strategy 8 Details	Reviews			
Strategy 8: Provide training and resources to all staff to address the instructional needs of economically disadvantaged students.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: agenda, minutes, resources identified to provide support for students **Staff Responsible for Monitoring:** Principal, AP, Counselor				

Strategy 9 Details	Reviews			
Strategy 9: Provide training and resources to all staff to address how to meet social and emotional needs of economically disadvantaged students to include: Ruby Payne, de-escalation techniques for CPI, 211 presentation, CKH, CD, CHAMPS.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: agenda, minutes, observations of strategies in use **Staff Responsible for Monitoring:** Principal, AP, Counselor				

Strategy 10 Details	Reviews			
Strategy 10: Guidance and social skills lessons will be provided to students on a monthly basis.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: lesson plans, walkthroughs **Staff Responsible for Monitoring:** AP and Counselor				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Schoolwide classroom management plan will be developed that all teachers will include as a minimum in each classroom. **Strategy's Expected Result/Impact:** plan developed and included in classroom management plan **Staff Responsible for Monitoring:** Principal, Campus Discipline Committee				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Branch Elementary will ensure a safe and secure environment for all students, staff, and visitors.

Performance Objective 2: 100% of Branch Elementary staff members will receive professional development on HR supporting topics which must be completed by a designated timeline. DIP

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Complete bullying, violence prevention/intervention, sexual harassment, sexual abuse and maltreatment of children, and conflict resolution training. **Strategy's Expected Result/Impact:** completion in Eduphoria Workshop by 10/31. **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Complete Drug/Alcohol module training. **Strategy's Expected Result/Impact:** Complete by 12/15 **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Complete Mental Health Awareness, including suicide prevention training. **Strategy's Expected Result/Impact:** Complete by 10/31 **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Branch Elementary School

Total SCE Funds: $112,697.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Instructional coaches, professional tutors, instructional resources and subscriptions, transportation for students in tutoring, and smart snacks for students in tutoring to serve students who are at risk of dropping out of school.

Personnel for Branch Elementary School

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Name	Position	FTE
Instructional Coach	IC	1

Title I Personnel

Name	Position	Program	FTE
Instructional Coach	IC	Instructional Support	2

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Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	5	5	participation fees		$250.00
2	1	6			$500.00
2	2	3			$500.00
2	4	4		all subjects	$0.00
3	1	8			$250.00
3	1	10	snacks	150	$0.00
3	3	2			$0.00
3	3	8	recognition and meal		$300.00
5	1	4			$250.00
				Sub-Total	$2,050.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutors		$32,000.00
1	1	8	Instructional Materials, Library books		$3,000.00
1	5	7	1 FTE, IC		$75,675.00
2	4	6	PD materials		$2,022.00
4	2	1	Professional Development Training and Travel		$2,000.00
				Sub-Total	$114,697.00

Title III, A - LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
				Sub-Total	$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutors, prof and para		$87,000.00
1	1	2	Tutoring Snacks		$2,000.00
1	1	4	Dr. Loyde Contract		$6,500.00
1	1	4	Registration and travel costs		$6,000.00
1	1	8	Instructional Subscriptions		$3,498.00
1	1	8	Instructional materials, library books		$7,500.00
1	1	8	Library Books		$2,000.00
1	5	7	1 FTE, IC		$72,625.00
2	4	6	PD Materials		$5,000.00
2	5	3	Technology resources		$12,500.00
3	1	4	Parent resources	Parent Involvement, Resources	$2,000.00
3	1	4	Snacks to encourage family attendance	Parent Involvement, Snacks	$602.00
3	2	7			$0.00
3	3	9			$0.00
4	2	1	Professional Development Materials		$4,000.00
				Sub-Total	$211,225.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutors, prof and para		$34,431.00
1	1	8	Instructional materials and technology		$5,000.00
1	1	8	Instructional Subscriptions		$5,000.00
2	4	6	PD Materials		$2,000.00
2	5	3	Technology		$2,000.00
				Sub-Total	$48,431.00

Bryan Independent School District

Crockett Elementary

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Revised/Approved: March 23, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2023, the Crockett Elementary CNA Planning Team met on March 9, 2023 and March 23, 2023 to conduct a comprehensive needs assessment of the entire school. The planning team was made of the following stakeholders: principal, assistant principal, counselor, Instructional coaches, teachers, instructional assistants, parents, and community members.

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Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included BISD Parent/student surveys, CKH surveys, Parent Feedback from Music Programs, academic data (STAAR reports, TELPAS, MAP) discipline trends data for the previous 5 years. As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Positive School Morale
- Decrease in discipline referrals
- Increase in reading/math STAAR performance in 3rd grade
- Strong partnerships exist between school and families
- Consistent teaching staff with experience

Needs

- Lower performance on TELPAS domains (Writing/Speaking)
- Gap in achievement from 3rd to 4th grade based on STAAR results
- Lower attendance rates for PK/Kindergarten compared to entire campus
- 4th grade discipline data is out of proportion with number of students
- Changes in staff for the upcoming school year with more new to Crockett staff than in previous years

Due to the needs assessment, achievement gaps, attendance, and training of new staff were identified as targeted areas of need. We will continue to build on our strengths while adding additional staff training with CKH, academic interventions and instructional coaching to target academic gaps, and attendance goals/incentives to continue to grow and improve as a campus for the 2023-24 school year.

Our goal this year is to increase student academic achievement and build on the community of learning at Crockett Elementary. (Title I, Element 1)

Demographics

Demographics Summary

Crockett Elementary is located at 401 Elm Avenue in Bryan, Texas and serves grades PK-4 which includes ages 4-11. We are an open enrollment school for al
grades K-4, Bilingual early exit for grade K-4, and special education for grades EE-4.
Crockett is located in an older neighborhood that has experienced and increase in college residences.
Approximately 40% of Crockett families speak multiple languages, range in age from 20-40, and major professions include laborers, professionals, and stay at h

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/10/2023)	Count	Percent
Gender		
Female	200	47.06%
Male	225	52.94%
Ethnicity		
Hispanic-Latino	284	66.82%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	4	0.94%
Black - African American	76	17.88%
Native Hawaiian - Pacific Islander	0	0.00%
White	47	11.06%
Two-or-More	14	3.29%

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Student Programs (2022 - 2023 Fall PEIMS file loaded 01/10/2023)	Count	Percent
Dyslexia	13	3.06%
Gifted and Talented	17	4.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	2	0.47%
Special Education (SPED)	71	16.71%
Bilingual/ESL		
Emergent Bilingual (EB)	173	40.71%
Bilingual	196	46.12%
English as a Second Language (ESL)	8	1.88%
Alternative Bilingual Language Program	16	3.76%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/10/2023)	Count	Percent
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	425	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/10/2023)	Count	Percent
At-Risk	283	66.59%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	1	0.24%
Intervention Indicator	0	0.00%
Migrant	4	0.94%
Military Connected	10	2.35%
Transfer In Students	7	1.6471%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	388	91.29%
Free Meals	279	65.65%
Reduced-Price Meals	22	5.18%
Other Economic Disadvantage	87	20.47%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.71%
Shelter	0	0.00%
Doubled Up	3	0.71%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	3	0.71%
Is Unaccompanied Youth	0	0.00%

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Special Education Services (2022 - 2023 Fall PEIMS file loaded 01/10/2023)	Count	Percent
Primary Disabilities		

Special Education Services (2022 - 2023 Fall PEIMS file loaded 01/10/2023)	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	8	11.27%
Auditory impairment	0	0.00%
Visual impairment	2	2.82%
Deaf-Blind	0	0.00%
Intellectual disability	7	9.86%
Emotional disturbance	2	2.82%
Learning disability	12	16.90%
Speech impairment	16	22.54%
Autism	17	23.94%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	7	9.86%
Instructional Settings		
Speech Therapy	15	21.13%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	12	16.90%
Resource Room	20	28.17%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	24	33.80%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

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College and Career Readiness School Models (2022 - 2023 Fall PEIMS file loaded 01/10/2023)	Count	Percent
Associate Degree	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information (2022 - 2023 Fall PEIMS file loaded 01/10/2023)	Count	Percent
Administrative Support	19	27.14%
Teacher	36	51.43%
Educational Aide	15	21.43%
Auxiliary	0	0.00%

Demographics Strengths

- Crockett staff is effective and has only 1 DOI teacher for the 2023-24
- Technology is 1 to 1 for all students
- Grade 3 students performed at higher levels as measured by STAAR

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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Additional classrooms with new to Crockett teachers that will need additional support for the upcoming school year in content they have taught in the previous school year. **Root Cause:** With additional classrooms across many grade levels that will be teaching self-contained there will be more staff that will need targeted support.

Problem Statement 2 (Prioritized): As new teachers are hired there is a need to continually train staff in Capturing Kids Hearts and PBIS supports to increase the effective time for students in TIER 1 instruction. **Root Cause:** Capturing Kids Heart Training is no longer a part of new teacher training. Students have deficits in social and emotional skills and it is impacting their performance in the classroom.

Student Learning

Student Learning Summary

Because of later release in STAAR data these results are preliminary. Out of 477 students enrolled at Crockett Elementary 283 have been identified as at-risk of dropping out of school due to homeless, bilingual, failing state assessments, failing reading screeners. Needs include targeted interventions including tutoring and reading interventionist to support students.

3rd Math

COUNTA of Early Results Guidance	Early Results Guidance			
Assigned Campus Name	Likely did not pass	Likely passed	Zone of uncertainty	Grand Total
Crockett	4%	62%	33%	100%
Grand Total	**4%**	**62%**	**33%**	**100%**

4th Math

COUNTA of Early Results Guidance	Early Results Guidance			
Assigned Campus Name	Likely did not pass	Likely passed	Zone of uncertainty	Grand Total
Crockett	8%	58%	34%	100%
Grand Total	**8%**	**58%**	**34%**	**100%**

3rd RLA

COUNTA of Early Results Guidance	Early Results Guidance			
Assigned Campus Name	Likely did not pass	Likely passed	Zone of uncertainty	Grand Total
Crockett	3%	69%	28%	100%
Grand Total	**3%**	**69%**	**28%**	**100%**

4th RLA

COUNTA of Early Results Guidance	Early Results Guidance			
Assigned Campus Name	Likely did not pass	Likely passed	Zone of uncertainty	Grand Total
Crockett	14%	43%	43%	100%
Grand Total	**14%**	**43%**	**43%**	**100%**

3rd SRLA

COUNTA of Early Results Guidance	Early Results Guidance	
Assigned Campus Name	Zone of uncertainty	Grand Total
Crockett	100%	100%
Grand Total	**100%**	**100%**

4th SRLA

COUNTA of Early Results Guidance	Early Results Guidance	
Assigned Campus Name	Zone of uncertainty	Grand Total
Crockett	100%	100%
Grand Total	**100%**	**100%**

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Student Learning Strengths

- Increases in math scores as measured by STAAR
- Increase in math and reading in grade 3 STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Limited number of students making expected academic growth from 3rd to 4th grade. Limited growth in reading from 3rd to 4th grade as measured on STAAR test. **Root Cause:** Lack of focus on aligned interventions and monitoring of student progress of skills through out the school year.

Problem Statement 2: Lower performance on TELPAS domains (Writing/Speaking). **Root Cause:** Lack of proficiency and experience in writing through out the school year.

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School Processes & Programs

School Processes & Programs Summary

Decrease in discipline referrals for the school year. Attendance rate did increase for the school year overall but there is a need to improved student and staff attendance. Continued focus to recruit experienced teaching staff professional practices at Crockett include collaboration with staff on needs of campus/PD/training to build the school community. Crockett is currently one to one with technology but will need to continue to update technology resources as devices become obsolete. Crockett continues to have a need to increase classroom management skills for all staff and increase student engagement. The school will need to continue to build the culture of the school to promote positive SEL for all students/staff and minimize bullying.

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School Processes & Programs Strengths

- Decrease in discipline referrals
- Consistent teaching staff with experience

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As new teachers are hired there is a need to continually train staff in Capturing Kids Hearts and PBIS supports to increase the effective time for students in TIER 1 instruction. **Root Cause:** Capturing Kids Heart Training is no longer a part of new teacher training. Students have deficits in social and emotional skills and it is impacting their performance in the classroom.

Perceptions

Perceptions Summary

A little over a hundred parents filled out the Spring Parent Survey. Over 85% of parents felt their child was getting an excellent to good education at Crockett. 0% felt their child education was poor or unacceptable. 92% of parents stated they feel welcome at the school and 96% of parents feel the school staff care about their student.

Parents/guardian/community participation rates are measured by our sign-in sheets to school events and a count on our Raptor system. We have a strong collaboration with our surrounding universities and college. Each semester we have a high number of student volunteers from Texas A&M University, Sam Houston State University, and Blinn College that work as tutors, mentors, and student teachers. Crockett parent and family participation has increased significantly in the last 3 years. This increase has been in each race/ ethnicity served at Crockett Elementary. Crockett Staff has worked to identify activities that serve the needs of our families academically, socially, emotionally, and financially thus increasing our engagement and positive relationships.

According to the staff survey, 100% of the teachers feel equipped to provide appropriate interventions to their students. 97% of school staff feel the school has a positive school culture.

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Perceptions Strengths

- Positive School Morale
- Strong partnerships exist between school and families
- National Showcase CKH School Designation

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some barriers prevent participation for parents to engage with school events. **Root Cause:** Limited resources for child care, transportation, language, times of day.

Priority Problem Statements

Problem Statement 1: As new teachers are hired there is a need to continually train staff in Capturing Kids Hearts and PBIS supports to increase the effective time for students in TIER 1 instruction.

Root Cause 1: Capturing Kids Heart Training is no longer a part of new teacher training. Students have deficits in social and emotional skills and it is impacting their performance in the classroom.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: Additional classrooms with new to Crockett teachers that will need additional support for the upcoming school year in content they have taught in the previous school year.

Root Cause 2: With additional classrooms across many grade levels that will be teaching self-contained there will be more staff that will need targeted support.

Problem Statement 2 Areas: Demographics

357

Problem Statement 3: Limited number of students making expected academic growth from 3rd to 4th grade. Limited growth in reading from 3rd to 4th grade as measured on STAAR test.

Root Cause 3: Lack of focus on aligned interventions and monitoring of student progress of skills through out the school year.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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Goals

Revised/Approved: June 14, 2023

Goal 1: Improve academic performance of each individual student by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 1: Support the effective implementation of the district curriculum in every classroom .

Evaluation Data Sources: Report Card Grades, EOY student data, STAAR scores, Walk through data, MAP results.

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Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Improved differentiation strategies will be utilized by classroom teachers to ensure all students meet the state's proficient and advanced levels of performance. Particular focus on meeting the needs of students where there is an achievement gap, based on data that will be used to guide instruction. **Strategy's Expected Result/Impact:** Walkthroughs and Observations **Staff Responsible for Monitoring:** Principal, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** - ESSER, - Local Funds - District				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Coordinate and integrate Title 1 funds with other funds to support the implementation of aligned lesson plans and the use of best practices through ongoing support for classroom teachers through coaching and modeling with the instructional coaches to plan for all students to meet state standards aligned to the TEKS. **Strategy's Expected Result/Impact:** Agendas, meeting records, walkthroughs **Staff Responsible for Monitoring:** Instructional Coaches **Title I:** 2.4 **Funding Sources:** Instructional Coaches 2 FTE - Title I, A - $72,675, Instructional Coach 1FTE - State Comp - $75,625, Interventionist/Instructional Coach - Title I, A - $70,240				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Conduct weekly grade level meetings and department meetings to discuss interventions provided, the needs of the students, lesson plan review, RTI, and other information to be shared. During individual teacher meetings, review disaggregated student data (with a monitoring of LEP, Sp-Ed, 504, homeless, and at-risk students). **Strategy's Expected Result/Impact:** Agendas, meeting records, walkthroughs **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Address the needs of all students, particularly those at-risk of failing state assessments by improving implementation and documentation of Response to Intervention (RtI) through individual teacher meetings, grade level meetings, and faculty meetings. **Strategy's Expected Result/Impact:** Walkthrough, observation data, Branching Minds Records **Staff Responsible for Monitoring:** Principal, AP, Counselor **Title I:** 2.6 **Funding Sources:** Academic Support Specialists FTE .71 - Title I, A - $19,930, Academic Support Specialist FTE .29 - State Comp - $7,755				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Tutoring will be held at times that are best to meet the needs of low-achieving students without interrupting instructional time (with a monitoring of LEP, Sp-Ed, and at-risk students). **Strategy's Expected Result/Impact:** Schedule, plan developed, progress notes **Staff Responsible for Monitoring:** Principal, AP **Title I:** 2.5 **Funding Sources:** Tutors-Professional - State Comp - $26,141, Transporation/Snacks - ESSER - $10,893				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Utilize research-based materials in tutoring and small group instruction for extended practice to target specific objectives for improvement. Imagine Math, Reading AtoZ, Summit K-12, and technology equipment to build student academic skills. Include measures to hold students accountable for independent learning. **Strategy's Expected Result/Impact:** Walkthrough, observation data **Staff Responsible for Monitoring:** Principal, AP, Instructional coaches **Title I:** 2.5 **Funding Sources:** Tutorial Resources - Title I, A - $2,000, Tutors-Para - Title I, A - $17,747				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Purchase classroom instructional materials/subscriptions and materials for use at home to support small group instruction and tutoring for at-risk students at the level of rigor and appropriate alignment required for mastery of skills. Spanish Leveled libraries for additional dual language classrooms **Strategy's Expected Result/Impact:** Items purchased, walkthroughs, observations **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches **Title I:** 2.5 **Funding Sources:** Instructional Materials-Summit K-12 - Title I, A - $4,800, Resources-Reading/A to Z - ESSER - $4,000, Library Books - ESSER - $5,000, Educational Field trips - ESSER - $10,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Implement and monitor the data of individual plans for students who are predicted to not meet the states' proficient levels of performance on the 2024 STAAR/TELPAS assessments. Review failure report each 6 weeks (with a monitoring of LEP, Sp-Ed, 504, and at-risk students). **Strategy's Expected Result/Impact:** Plan developed, agenda/notes **Staff Responsible for Monitoring:** Principal, AP, 3rd-4th grade teachers Teachers of LEP students **Funding Sources:** - Local Funds - Campus				

No Progress


Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Limited number of students making expected academic growth from 3rd to 4th grade. Limited growth in reading from 3rd to 4th grade as measured on STAAR test. **Root Cause**: Lack of focus on aligned interventions and monitoring of student progress of skills through out the school year.

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Goal 2: Crockett will determine the professional development and support needs of our staff to ensure high expectations for our diverse district are achieved.

Performance Objective 1: Support/retain staff at Crockett Elementary

Evaluation Data Sources: Exit survey, staff retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Support 0-year experience teachers by attending new teacher institute meetings throughout the school year. Support 1-2 year experience teachers by attending beginning teacher institute meetings throughout the school year **Strategy's Expected Result/Impact:** Support and retention of highly effective teachers **Staff Responsible for Monitoring:** Principals, Instructional Coaches **Funding Sources:** - Local Funds - Campus				365

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: A team leader will be assigned to every grade level providing assistance on curriculum planning, school district procedures, teaching strategies, and classroom management. New staff will be provided a mentor and attend monthly mentor support meetings for the school year. **Strategy's Expected Result/Impact:** Support and retention of highly effective teachers **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Crockett will determine the professional development and support needs of our staff to ensure high expectations for our diverse district are achieved.

Performance Objective 2: Create a working environment at Crockett that is conducive to retaining high quality employees.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Shared responsibilities in conducting faculty meetings - have others participate in leading welcome, good things, needs list, team building activities, and launches. Follow up training for all staff in CKH (new and returning) in order to address the needs of all students, particularly those at-risk of failing state assessments. Process Champions Training for teacher leaders on campus. **Strategy's Expected Result/Impact:** Agendas, increased participation in meetings **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.6 **Funding Sources:** CKH Premium & Process Champions Training - ESSER - $7,050, Staff Development Supplies - ESSER - $4,000, CKH Summer Training - ESSER - $2,500				366

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue to utilize Eduphoria --STRIVE walkthrough form to provide individual, specific feedback to teachers. **Strategy's Expected Result/Impact:** Walkthroughs completed **Staff Responsible for Monitoring:** Principals **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will attend district collaborative meetings for (A) professional growth opportunities, and (B) involvement in making decisions to the overall instructional program. **Strategy's Expected Result/Impact:** Attendance **Staff Responsible for Monitoring:** Principals, Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide opportunities for all students to meet state standards by implementing professional development plan to include all faculty and staff members based on needs identified through data and staff input with an ongoing and follow-up component through planning days, grade level and department meetings, and other professional development as identified in professional goals and TTESS. Attend staff development that provides strategies for teachers to use in working with students from poverty. Training for staff on working with families completed via video at Back to School PD. **Strategy's Expected Result/Impact:** Plan developed, certificates, agenda, meeting records **Staff Responsible for Monitoring:** Principals, Instructional Coaches **Title I:** 2.4 **Funding Sources:** Staff Development Supplies - Title I, A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Campus and district administrators will work collaboratively to ensure that 100% of teachers and paraprofessionals are effective. **Strategy's Expected Result/Impact:** Teacher certification **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: 100% of Crockett teachers who teach in core classes will meet state license requirements. 100% of paraprofessionals at Crockett will meet the HQ requirements. 100% of classes and students at Crockett will be taught by highly qualified teachers, to ensure that minority and low income students are taught by effective teachers at the same rate as other students. **Strategy's Expected Result/Impact:** Teacher certification **Staff Responsible for Monitoring:** Principal, HR director **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Crockett staff will attend professional development and implement strategies to target violence prevention and drug use prevention. **Strategy's Expected Result/Impact:** Referral Reports, counselor referrals, **Staff Responsible for Monitoring:** Principal, AP, Counselor **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: School counselor will provide meaningful opportunities for students to explore college/career options through out the school year. **Strategy's Expected Result/Impact:** Guidance Lessons, Career Day Materials **Staff Responsible for Monitoring:** Counselor, Principal, AP **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Address the needs of all students, particularly those at-risk of failing state assessments by providing lessons to students on resolving conflict and self manage during the school day with interactions/lesson with counselor, behavior management specialist. Social skills instruction bi-weekly for students using the Change Makers Curriculum. **Strategy's Expected Result/Impact:** Counselor referrals, Office Referrals, Behavior room logs, Increased time in classrooms **Staff Responsible for Monitoring:** Principal, AP, Counselor, Behavior Management Specialist, Social Skills Interventionist **Title I:** 2.6				368

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Crockett will optimize the use of operational systems to foster relationships with students, staff, and families.

Performance Objective 1: By implementing an attendance incentive, student attendance will improve by 1%.

Evaluation Data Sources: Individual class attendance records, daily reports, DVT

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Weekly attendance reports, classroom incentives for perfect attendance, no tardy celebrations. Share attendance progress **Strategy's Expected Result/Impact:** Increase attendance rate **Staff Responsible for Monitoring:** Attendance clerk, AP, teachers **Funding Sources:** - Local Funds - Campus				369

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement attendance challenge with other elementary school **Strategy's Expected Result/Impact:** Increase student attendance rate and student academic performance due to increased instructional time. **Staff Responsible for Monitoring:** AP, attendance clear, teachers **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Crockett will optimize the use of operational systems to foster relationships with students, staff, and families.

Performance Objective 2: Increase parent involvement at all school events.

Evaluation Data Sources: Parent surveys, sign in sheets, discipline data, climate and culture

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Activities to increase family involvement during all school events by multiple methods of communication. (school marquee, Blackboard, Flyer) PE teacher will incorporate family fitness component to promote health. **Strategy's Expected Result/Impact:** Increased involvement of all families, increased attendance/academics **Staff Responsible for Monitoring:** Teachers, principal, PE, AP, Counselor **Funding Sources:** - Local Funds - Campus				370

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All parents will be invited to meetings, Title 1 Annual Meetings, Parent Orientation, Academic Night, Reading Night, PTO, etc that are offered at flexible times on different days and times to increase the number parents able to attend. Parent input will be highly encouraged and play a role in developing the and revising the CIP **Strategy's Expected Result/Impact:** Building school/home partnerships **Staff Responsible for Monitoring:** Principal/AP/Teachers **Title I:** 4.2 **Funding Sources:** Snacks provided for events - Title I, A - $500, Materials for PFE Meetings - Title I, A - $899				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Family Engagement Policy created jointly with parents during spring CNA/CIP meetings. The policy and CIP will be made available at Title I Annual meetings and campus website to ensure all have opportunity to attend and provide input. The policy made available in English and Spanish and CIP available in other languages upon request. **Staff Responsible for Monitoring:** Principal/AP **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Materials for PFE meetings - Title I, A - $899				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Home-school compacts jointly created/reviewed in Spring with CNA team. Parents and staff discuss shared responsibilities for improved student achievement. Compacts shared at Title 1 meeting and parent-teacher conferences. Revise as needed to continue to meet the needs of students **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

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State Compensatory

Budget for Crockett Elementary

Total SCE Funds: $109,571.00
Total FTEs Funded by SCE: 0.29
Brief Description of SCE Services and/or Programs

Instructional Coach, 29% Academic Support FTE, Tutors to support students that are at risk of dropping out or who have not performed satisfactorily on an end of course assessment.

Personnel for Crockett Elementary

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Name	Position	FTE
Regena Nelson	IA	0.29

Title I Personnel

Name	Position	Program	FTE
ELA IC	IC	Instructional Coach ELA	1
Interventionist	Reading Specialist		1
Math IC	IC	Instructional Support Math	1

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Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	8			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	2	8			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	2	1			$0.00
3	2	4			$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Coach 1FTE		$75,625.00
1	1	4	Academic Support Specialist FTE .29		$7,755.00
1	1	5	Tutors-Professional		$26,141.00
				Sub-Total	$109,521.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Interventionist/Instructional Coach		$70,240.00
1	1	2	Instructional Coaches 2 FTE		$72,675.00
1	1	4	Academic Support Specialists FTE .71		$19,930.00
1	1	6	Tutors-Para		$17,747.00
1	1	6	Tutorial Resources		$2,000.00
1	1	7	Instructional Materials-Summit K-12		$4,800.00
2	2	4	Staff Development Supplies		$0.00
3	2	2	Snacks provided for events		$500.00
3	2	2	Materials for PFE Meetings		$899.00 375
3	2	3	Materials for PFE meetings		$899.00
				Sub-Total	$189,690.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	5	Transporation/Snacks		$10,893.00
1	1	7	Resources-Reading/A to Z		$4,000.00
1	1	7	Educational Field trips		$10,000.00
1	1	7	Library Books		$5,000.00
2	2	1	CKH Premium & Process Champions Training		$7,050.00
2	2	1	CKH Summer Training		$2,500.00
2	2	1	Staff Development Supplies		$4,000.00
				Sub-Total	$43,443.00

Bryan Independent School District

Fannin Elementary

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Goal 2: The campus staff will increase community and parent participation and attendance in everyday school functions and decision-making processes, as evidenced through scheduled family engagement activities and social-emotional learning initiatives which contribute to the overall academic and social-emotional health of each child. 22
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The 2022-2023 CNA was developed throughout the previous academic year by a diverse team, including parents, staff, teachers, administrators, community members, and school counselors. There were seven meetings held throughout the academic year. The team reviewed improvement planning data, accountability data, student data, employee data, parent/ community data, and support systems and other data to develop a robust needs assessment.

Strengths and areas of need that emerged were the following:

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LEADERSHIP (includes Demographics, Processes and Programs)

With the upcoming school year, Fannin will focus on ways to partner with families to increase engagement. We want to grow and maintain positive relationships with all stakeholders as we open our doors to allow others to be part of our Falcon family. To grow as better leaders, administrators will find ways to increase their capacity through different trainings.

CULTURE (includes Perceptions)

Strategies to improve student attendance are needed. Through relationships with families, we hope that students will be more motivated to attend school regularly. Through improved attendance students will be more successful academically. We also want to increase engagement of families and community members and hope to grow and maintain positive relationships by being more accessible to parents and community members.

ACADEMICS (includes Student Academic Achievement)

Through goal setting, of both teachers and students, we hope to improve academics. We also need to hold ourselves accountable for the quality and impact of what is being done in classrooms, including the implementation of technology. Through the TTESS rubric and the monitoring of student data (MAP, DRA/EDL, district assessments, including Benchmarks).

Ultimately, after all of our meetings, we realize that our three big focuses for the 2022-2023 school year include: goal setting, social emotional learning (for all stakeholders), and team building with staff will be our "big rocks". We need to continue building upon our strengths, but an added piece of accountability through monitoring we hope will improve Fannin.

(Title I, Part A Element I)

The CNA was finalized July 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The 2021-2020 CNA was developed by a diverse team, including parents, staff, teachers, administrators, community members, and school counselors. There were five meetings held throughout the academic year. The team reviewed improvement planning data, accountability data, student data, employee data, parent/community data, and support systems. The CNA was finalized on May 26, 2021.

Strengths and areas of need that emerged were the following:

LEADERSHIP (includes Demographics, Processes and Programs)

With the upcoming school year, Fannin will focus on ways to partner with families to increase engagement. We want to grow and maintain positive relationships with all stakeholders as we open our doors to allow others to be part of our Falcon family.

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CULTURE(includes Perceptions)

Strategies to improve student attendance are needed. Through relationships with families, we hope that students will be more motivated to attend school regularly. Through improved attendance students will be more successful academically. We also want to increase engagement of families and community members and hope to grow and maintain positive relationships by being more accessible to parents and community members.

ACADEMICS (includes Student Academic Achievement)

Through goal setting, of both teachers and students, we hope to improve academics. We also need to hold ourselves accountable for the quality and impact of what is being done in classrooms. Through the TTESS rubric and the monitoring of student data (MAP, DRA/EDL, district assessments).

Ultimately, after all of our meetings, we realize that our three big focuses for the 2021-2022 school year include: goal setting, social emotional learning (for all stakeholders), and team building with staff will be our “big rocks”. We need to continue building upon our strengths, but an added piece of accountability through monitoring we hope will improve Fannin.

(Title I, Part A Element I)

Demographics

Demographics Summary

LEADERSHIP (includes Demographics, Processes and Programs)

With the upcoming school year, Fannin will focus on ways to partner with families to increase engagement. We want to grow and maintain positive relationships with all stakeholders as we open our doors to allow others to be part of our Falcon family.

Fannin has approximately 400 students from grades PK through 4th grade. Fannin is the oldest school in the Brazos Valley, opening its doors in 1880. We are an open enrollment school welcoming a diverse neighborhood population of students.

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Fannin's Student Ethnic/ Group Distribution by Percentage:

	2022-2023	2021-2022	2020-2021
African American	21.6%	19.2%	16.4%
Hispanic	68.3%	70.8%	74.2%
White	8.7%	9.0%	8.5%
American Indian	0.2%	0.2%	0.2%
Asian	0%	0%	0%
Pacific Islander	0%	0%	0.2%
Two-or-More Races	1.2%	0.8%	0.4%
Economically Disadvantaged	93%	95%	93.9%
English Learners	42.5%	49.2%	47.4%
Migrant	0.2%	0%	0%
Special Education	28.6%	26.2%	29.2%
At-Risk	75.1%	81.0%	84.7%
Homeless	5.9%	0%	0%
Total Population	426	480	458

Fannin's Staff Data by Percentage:

	2019-2020	2018-2019	2017-2018
Number of Years Experience:			
Beginning teachers	29.2%	0%	15.8%

	2019-2020	2018-2019	2017-2018
1-5 years	22.7%	45.3%	38.0%
6-10 years	22.8%	22.7%	20.8%
11-20 years	16.7%	19.4%	16.3%
Over 20 years	8.7%	12.6%	9.0%
Teachers by Ethnicity:			
African American	6.5%	6.5%	6.3%
Hispanic	57.7%	54.4%	53.6%
White	35.8%	39.1%	40.1%
American Indian	0%	0%	0%
Asian	0%	0%	0%
Pacific Islander	0%	0%	0%
Two or More Races	0%	0%	0%
Total Staff	48.8	44.8	44.3

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Demographics Strengths

1. Leadership (includes Demographics, Processes and Programs)
    1. Staff unity is building
    2. SEL is building

The trends of the student data are relatively stable. Fannin is a small, diverse school. The majority of the students are Hispanic and come from poverty. About half of the students are English learners and close to one third of the students are in the special education program. The majority of the students are at-risk of dropping out.

Although the entire leadership was new in 2022-23 school year, the trends of the staff data has been relatively stable. The demographics of the teachers have not changed much, but do not match the student demographics. There are more white teachers than African American, and the opposite is true of student data. The majority of the teachers have taught 10 years or less. There are very few teachers with over 10 years experience.

Fannin sits in the historic community of Bryan, Texas. The residents of the neighborhood have worked hard to maintain the integrity of the community. Many of the neighbors closest to the school are retired. The families of Fannin are of poverty and are not very involved with the school beyond sending their children to school. Many of the families speak Spanish as their first language, hence the reason for about half of our students being English learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our faculty and staff needs to be culturally aware of our student, staff, and family population in order to build healthy relationships in and out of the classroom throughout the academic year. **Root Cause:** Staff lacks genuine understanding of people from different cultural backgrounds and thus is not purposeful about the opportunities to learn or put themselves in other people's places.

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Student Learning

Student Learning Summary

ACADEMICS (includes Student Academic Achievement)

Through goal setting, of both teachers and students, we hope to improve academics. We also need to hold ourselves accountable for the quality and impact of what is being done in classrooms. Through the TTESS rubric and the monitoring of student data (MAP, DRA/EDL, district assessments).

Ultimately, after all of our meetings, we realize that our three big focuses for the 2021-2022 school year include: goal setting, social emotional learning (for all stakeholders), and team building with staff will be our “big rocks”. We need to continue building upon our strengths, but an added piece of accountability through monitoring we hope will improve Fannin.

(Title I, Part A Element I)

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The current rating for Fannin is a B. However, with the current data Fannin will not maintain that rating. Once STAAR scores are back, we will reassess and make a plan. Our focus will be on growth as the accountability system has an 85% weight on student growth. Through Leader in Me the campus, staff, and students will write WIGS (wildly important goals) that are both personal and academic. Through the master schedule we have designated a campus intervention time and a campus wide reading time.

Student Learning Strengths

1. Strong ICs to coach/support/guide teachers
2. 3rd graders are growing in reading (growth noted in both fall ‘20 and spring ‘21 benchmark data)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While the number of students approaching grade level in reading and math increased from last year, those meeting grade level is still lagging behind at 44% and 29%. **Root Cause:** STAAR expectations and measures continue to change. Teachers are still developing in reading, writing, and math content knowledge when using appropriate resources to make connections between convention and real life and authentic learning in reading, writing, and Math. Also, students lack of experiences and background knowledge in print in these areas.

Problem Statement 2: While the number of students approaching grade level in reading and math increased from last year, those meeting grade level is still lagging behind at 44% and 29%. **Root Cause:** Need to focus on cohesive implementation of available curriculum (Reading Horizons, Summit K-12, HMH and district developed curriculum) . In Math, Stemscopes and district developed curriculum to meet the district and state expectations and growth measures.

Problem Statement 3: WIGS - wildly important goals Students need to set personal and academic goals Academics are low **Root Cause:** Teacher are struggling to motivate students. Students' scores are low due to lack of intrinsic motivation and reason for learning.

School Processes & Programs

School Processes & Programs Summary

LEADERSHIP (includes Demographics, Processes and Programs)

With the upcoming school year, Fannin will focus on ways to partner with families to increase engagement. We want to grow and maintain positive relationships with all stakeholders as we open our doors to allow others to be part of our Falcon family.

Fannin has approximately 400 students from grades PK through 4th grade. Fannin is the oldest school in the Brazos Valley, opening its doors in 1880. We are an open enrollment school welcoming a diverse neighborhood population of students.

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Fannin's Student Ethnic/ Group Distribution by Percentage:

	2019-2020	2018-2019	2017-2018
African American	21.6%	19.2%	16.4%
Hispanic	68.3%	70.8%	74.2%
White	8.7%	9.0%	8.5%
American Indian	0.2%	0.2%	0.2%
Asian	0%	0%	0%
Pacific Islander	0%	0%	0.2%
Two-or-More Races	1.2%	0.8%	0.4%
Economically Disadvantaged	93%	95%	93.9%
English Learners	42.5%	49.2%	47.4%
Migrant	0.2%	0%	0%
Special Education	28.6%	26.2%	29.2%
At-Risk	75.1%	81.0%	84.7%
Homeless	5.9%	0%	0%
Total Population	426	480	458

Fannin's Staff Data by Percentage:

	2019-2020	2018-2019	2017-2018
Number of Years Experience:			
Beginning teachers	29.2%	0%	15.8%

	2019-2020	2018-2019	2017-2018
1-5 years	22.7%	45.3%	38.0%
6-10 years	22.8%	22.7%	20.8%
11-20 years	16.7%	19.4%	16.3%
Over 20 years	8.7%	12.6%	9.0%
Teachers by Ethnicity:			
African American	6.5%	6.5%	6.3%
Hispanic	57.7%	54.4%	53.6%
White	35.8%	39.1%	40.1%
American Indian	0%	0%	0%
Asian	0%	0%	0%
Pacific Islander	0%	0%	0%
Two or More Races	0%	0%	0%
Total Staff	48.8	44.8	44.3

School Processes & Programs Strengths

1. Staff unity is building
2. SEL is building

The trends of the student data are relatively stable. Fannin is a small, diverse school. The majority of the students are Hispanic and come from poverty. About half of the students are English learners and close to one third of the students are in the special education program. The majority of the students are at-risk of dropping out.

The trends of the staff data had a big change when a new principal started for the 2019-2020 school year. The demographics of the teachers have not changed much, but do not match the student demographics. There are more white teachers than African American, and the opposite is true of student data. The majority of the teachers have taught 10 years or less. There are very few teachers with over 10 years experience.

Fannin sits in the historic community of Bryan, Texas. The residents of the neighborhood have worked hard to maintain the integrity of the community. Many of the neighbors closest to the school are retired. The families of Fannin are of poverty and are not very involved with the school beyond sending their children to school. Many of the families speak Spanish as their first language, hence the reason for about half of our students being English learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our social committee needs to create a "master" schedule of events for teachers to be able to schedule time. Coming together in a more organized and uniformed process regarding Leader in Me to promote "buy in" from staff and students. **Root Cause:** Staff does not feel always feel connected to each other as a campus.

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Perceptions

Perceptions Summary

CULTURE (includes Perceptions)

Strategies to improve student attendance are needed. Through relationships with families, we hope that students will be more motivated to attend school regularly. Through improved attendance students will be more successful academically. We also want to increase engagement of families and community members and hope to grow and maintain positive relationships by being more accessible to parents and community members.

Student Engagement:

Fannin has one of the lowest attendance rates in the district at approximately 93%. The attendance rate is our biggest concern. Student discipline is not much of a problem. 388

Staff Engagement:

Two years ago the majority of the staff left when a principal change was made. Over the last two years, teacher turnover has been low due to “life events”. Teachers getting married, spouses getting another job, etc are reasons why teachers have left Fannin. The impact covid has had on face-to-face gatherings has been negative on relationship building. Many teachers have made comments about that and are hoping next year we will be able to gather.

Parent and Family Engagement

Fannin has not had much engagement from families. This school year we had a PTO, with officers and bylaws, that did a lot for us. We are very pleased with the direction the campus is going with PTO and we’re making plans for family and community engagement.

Perceptions Strengths

1. Students feel safe
2. Students feel loved
3. Students feel like an important part of the school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Want to build "ownership" within our students for the school. Align discipline even more to Leader in Me ATTENDANCE!!!! **Root Cause:** Staff needs to create supportive LIM programs that provide families with the understanding that academic success and campus leadership is easily within their control.

Priority Problem Statements

Problem Statement 1: Our faculty and staff needs to be culturally aware of our student, staff, and family population in order to build healthy relationships in and out of the classroom throughout the academic year.

Root Cause 1: Staff lacks genuine understanding of people from different cultural backgrounds and thus is not purposeful about the opportunities to learn or put themselves in other people's places.

Problem Statement 1 Areas: Demographics

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

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Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Goals

Goal 1: The campus staff and community will improve the academic performance of each individual student by providing strong, structured environment of accountability and support, aligned to TEKS standards, and measured through regular campus-based progress monitoring, and district and state assessments.

Performance Objective 1: Monitor the implementation of a comprehensive MTSS framework to support and improve student achievement.

High Priority

Evaluation Data Sources: Number of students that qualify for Tier II/III interventions at BOY as compared to EOY and universal screener progress for BOY as compared to EOY.
Percentage of special education referred students who qualify for special education services.
STAAR data to current year benchmark. Benchmark data will be analyzed in November and April, STAAR data in June, and number of students qualifying for Tier II/III in June.
RtI coordinators will perform the evaluation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Monthly MTSS meetings (academics and behavior) are held every 6 weeks to discuss student needs affecting student achievement. **Strategy's Expected Result/Impact:** Increased TIER one and two student achievement through the use of classroom and testing accommodations and supplemental materials in reading and math. **Staff Responsible for Monitoring:** Administrators, Counselor and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Fannin will address the needs of all students, particularly those at-risk of failing State standards by providing interventions (Reading Horizons and LLI) with qualified tutors. Learning time will be increased by providing before, during, and after school tutoring as well as instructional resources, ensuring a well rounded education is received. **Strategy's Expected Result/Impact:** Increase student achievement and bridging the GAP. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Teachers, and Tutors **Title I:** 2.5, 2.6 **Funding Sources:** Tutors - ESSER - $24,000, Tutors - State Comp - $12,000, Tutors, - Title I, A - $20,000, 1 FTE - Interventionist - Title I, A - $27,728, Snacks - Tutoring - Title I, A - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will provide differentiated instruction/materials (i.e. online resources such as Summit K-12) to meet the needs of low achieving students and enrich the curriculum for high achieving students to provide opportunities for all students to meet challenging state academic standards. Differentiated that is aligned to STAAR and will provide to our EB students. **Strategy's Expected Result/Impact:** Increased academic achievement on state standards. **Staff Responsible for Monitoring:** Administrators, Teachers, ICs **Title I:** 2.4 **Funding Sources:** Intervention materials (notebooks) - Title I, A - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: The campus staff and community will improve the academic performance of each individual student by providing strong, structured environment of accountability and support, aligned to TEKS standards, and measured through regular campus-based progress monitoring, and district and state assessments.

Performance Objective 2: Increase academic success of all students.
Reading: At least 75% of our 3rd & 4th grade students will perform Meets or better as measured by STAAR Reading test.
Rationale: All teachers are expected to grow all of their students.
Math: At least 72% of our 3rd & 4th grade students will perform Meets or better as measured by STAAR Math test.
Rationale: All teachers are expected to grow all of their students.

High Priority

Evaluation Data Sources: 100% of students will grow in both Math and Reading. 75% or more students will make at least one year of expected growth.
MAP data, DBA's, and benchmark testing data

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Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: ICs will be hired to guide teachers through professional development, classroom and teacher coaching, and designing and delivering high quality lesson plans to increase the academic achievement and close the learning gap of students failing or at-risk of failing state assessments and students identified as at-risk of dropping out of school. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Administrators, ICs, and district personnel **Funding Sources:** IC, 1 FTE - State Comp - $75,675, Materials/Manipulatives - ESSER - $3,916				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Opportunities for additional core content experiences will be provided during and after school, including options for book clubs, math clubs, and other content related groups. **Strategy's Expected Result/Impact:** High achievement by all students **Staff Responsible for Monitoring:** Teachers and administrators **Funding Sources:** Tutoring materials and instructional supplies - Title I, A - $16,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Administrators, teachers, and instructional paraprofessionals will attend professional development focused on meeting student needs and increasing the academic performance of all students, including those identified as at-risk. Specific training from the Leader in Me include: 7 Habits and Launching Leadership to implement with individuals and students. Materials from the Leader in Me include: student guides, teacher/staff guides, classroom materials, and other materials. MAP testing which will align to LiM and data tracking for individual goal setting in Leadership Notebooks! **Strategy's Expected Result/Impact:** Higher achievement by all students. **Staff Responsible for Monitoring:** Administrators, teachers, ICs, and paraprofessionals **Funding Sources:** Materials, registration, travel - State Comp - $3,198, Registration, travel - Title I, A - $923				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Learning/Reading A-Z and Library books will be used in all classrooms to increase the number of grade level, appropriate texts available to students of all reading levels. Activities to include: Author Visit in the fall and One School, One Book in the spring. **Strategy's Expected Result/Impact:** Increased achievement in core content areas, through reading and writing. **Staff Responsible for Monitoring:** Teachers and administrators **Funding Sources:** Library books - ESSER - $3,000, Instructional Materials/ Books - State Comp - $4,000, books - Title I, A - $1,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Fannin will focus on instructional strategies that increase engagement, such as TRTW and SEL. All students will be engaged in their classroom instruction due to the successful PD that continues on campus through peer walkthroughs and teachers providing engagement training they learn at other trainings. Specific training from the Leader in Me include: 7 Habits and Launching Leadership to implement with individuals and students. Materials from the Leader in Me include: student guides, teacher/staff guides, classroom materials, and other materials. The fall initiatives will include: data digs, publishing parties, literacy night, spirit of reading, Families, and a word parade. The spring initiatives will include: data digs, tutoring, spirit of reading, Families, and a math night. **Strategy's Expected Result/Impact:** Higher achievement, attendance, and relationships by all students. **Staff Responsible for Monitoring:** All staff **Funding Sources:** PFE Materials - Literacy Night Materials - Title I, A - Parent Involvement				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: In our intervention and testing center , third and forth grade level intervention blocks will focus will teaching students how to interact with the new STAAR test items in Reading and Math. Interventions will take place in the cafeteria, where campus testing occurs. IC's, tutors, and teachers will systematically role out the different question types(two at a time) on a weekly basis and teach student skill and content of each question type. The rationales for going over these type questions in this setting are: The New types of test questions such as non-multiple-choice question types are more like the kinds of questions teachers ask in class and give students more ways to show understanding. More cross-curricular reading passages: Reading comprehension test questions reference topics students have learned about in other classes. Evidence-based writing incorporated into reading language arts tests: Combined reading and writing tests better support the interconnected of learning across content. Along with intervening for students, parents will be taught using this same system and format and in doing so partner with the school in intervention. **Strategy's Expected Result/Impact:** Students will increase performance on district and state assessments, in particular on the new item designs. **Staff Responsible for Monitoring:** Administrators, teachers, ICs, and tutors				396

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: The campus staff and community will improve the academic performance of each individual student by providing strong, structured environment of accountability and support, aligned to TEKS standards, and measured through regular campus-based progress monitoring, and district and state assessments.

Performance Objective 3: Increase the use of technology to deliver instruction to all students in order to provide more practice to students completing work and testing on computers.

Evaluation Data Sources: Classroom ration of student to device will be at 1:1, including laptops and tablets.
Each classroom will have one Newline boards and one document camera, plus relevant software (i.e., Raz Kids).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Technology, projectors, and document cameras will be used to project whole group classroom instruction. Projectors will also be used to project lessons from the computer. Teachers will have access to professional development to integrate technology into daily classroom instruction. **Strategy's Expected Result/Impact:** Increased access to curriculum, resulting in increased student achievement. **Staff Responsible for Monitoring:** Classroom teachers, ICs, administrators, and district technology staff. **Funding Sources:** Technology - State Comp - $5,000, Technology - Title I, A - $25,000				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: The campus staff will increase community and parent participation and attendance in everyday school functions and decision-making processes, as evidenced through scheduled family engagement activities and social-emotional learning initiatives which contribute to the overall academic and social-emotional health of each child.

Performance Objective 1: Family engagement events will be planned throughout the year to increase parent's participation in their child's core academic content areas. These activities will be intentionally planned to give parents timely notice. (i.e., reading/literacy night, word parade, monthly campus updates, ptso, parent corner, math night, etc.)

Evaluation Data Sources: Agenda and calendar of events
Sign-in sheets
Helpful home tips
Photographs of events
Parent survey results

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Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Parents/families will be asked to participate in the development and evaluation of the Title I School-Wide Program, the Home-School Compact, and the Family Engagement Policy through CPIC meetings and surveys. **Strategy's Expected Result/Impact:** Increased family and community involvement and engagement. **Staff Responsible for Monitoring:** Administrators, counselor, and teachers **Title I:** 4.1 **Funding Sources:** Materials for parent information - Title I, A, Materials for Literacy Night - Title I, A - Parent Invovlement				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Two Annual Title I meetings will be held in the fall, one at open house and the other at a family fun event, at which parents/families will be informed of the school's participation in Title I School-Wide Program and of their rights to be informed and involved and the Parent Engagement Policy will be distributed. The plan, compact and policy will be made available in English and Spanish, via the Parent Kiosk and on the campus web page. **Strategy's Expected Result/Impact:** Increased family engagement **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 4.2 **Funding Sources:** PFE - snacks and parent materials located in the parent corner - Title I, A - $627				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Transition activities will be offered to parents and families of participating students for kindergarten and 4th grade. Childcare will be available and the activities will be provided in both English and Spanish. **Strategy's Expected Result/Impact:** Higher level of parent comfort and trust in the school system. **Staff Responsible for Monitoring:** Administrators, counselor, and teachers **Funding Sources:** PFE - translation services - Title I, A - $286				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will conduct and document timely communication with parents/families for any student failing or not showing academic progress including progress on district based assessments that are aligned with state assessments. (Home visits, conferences in person or by phone will be completed when necessary.) **Strategy's Expected Result/Impact:** Stronger level of school/home trust. **Staff Responsible for Monitoring:** Administrators and teachers				399

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Hold regular monthly meetings (morning, afternoon, and after school) to ensure more parents/families are able to attend with a goal of helping parents to assist students to increase their academic performance. Create a Parent Corner in the foyer to promote parent involvement. **Strategy's Expected Result/Impact:** Increased student academic achievement and attendance and parent involvement. **Staff Responsible for Monitoring:** Administrators, counselor, and teachers **Funding Sources:** PFE - Materials for parents at our meetings - Title I, A - $1,500, PFE - Registration/Travel expenses for parents attending PFE conf. - Title I, A - $250, Library Books - ESSER				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: The counselor will attend statewide trainings in order to increase knowledge about the issues and trends of families so that the campus can increase our ability to engage parents and build trust. **Strategy's Expected Result/Impact:** Increased genuine school-family partnership. **Funding Sources:** - Title I, A - ESSER - $500				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: The campus will synergize to implement and build leadership skills to empower all students and parents who enter the Fannin Falcon family.

Performance Objective 1: To utilize the 7 Habits daily in our personal and professional lives.

Evaluation Data Sources: Implementation of a "leadership" culture through Families, news crew, safety patrol, etc, and The Falcon's Nest. Leadership Notebooks with academic and personal goals, celebrations, and leadership opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Staff and students will continuously monitor personal Leadership Notebooks and track their WIGS. **Strategy's Expected Result/Impact:** Academic growth and school pride **Staff Responsible for Monitoring:** All staff and students **Funding Sources:** Instructional resources geared for student growth that is level appropriate - Local Funds - Campus - $5,500				400

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Parents will be involved in learning the 7 Habits with their student(s) at home through"Habit Homework" to include LiM books for guidance. **Strategy's Expected Result/Impact:** Academic growth, school pride, increase school-family relationships, and infuse the Fannin community with the 7 Habits. **Staff Responsible for Monitoring:** All staff and students, lead by the Adult Learning & Modeling Action Team. **Funding Sources:** Books and other materials - Local Funds - Campus - $500, Books and other materials - Local Funds - Campus - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Instructional resources geared for student growth that is level appropriate		$5,500.00
3	1	2	Books and other materials		$500.00
3	1	2	Books and other materials		$500.00
				Sub-Total	$6,500.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutors		$12,000.00
1	2	1	IC, 1 FTE		$75,675.00
1	2	3	Materials, registration, travel		$3,198.00
1	2	4	Instructional Materials/ Books		$4,000.00
1	3	1	Technology		$5,000.00
				Sub-Total	$99,873.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	1 FTE - Interventionist		$27,728.00
1	1	2	Snacks - Tutoring		$2,500.00
1	1	2	Tutors,		$20,000.00
1	1	3	Intervention materials (notebooks)		$2,000.00
1	2	2	Tutoring materials and instructional supplies		$16,000.00
1	2	3	Registration, travel		$923.00
1	2	4	books		$1,500.00
1	2	5	PFE Materials - Literacy Night Materials	Parent Involvement	$0.00
1	3	1	Technology		$25,000.00
2	1	1	Materials for parent information		$0.00
2	1	1	Materials for Literacy Night	Parent Invovlement	$0.00
2	1	2	PFE - snacks and parent materials located in the parent corner		$627.00
2	1	3	PFE - translation services		$286.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	5	PFE - Materials for parents at our meetings		$1,500.00
2	1	5	PFE - Registration/Travel expenses for parents attending PFE conf.		$250.00
2	1	6		ESSER	$500.00
				Sub-Total	$98,814.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutors		$24,000.00
1	2	1	Materials/Manipulatives		$3,916.00
1	2	4	Library books		$3,000.00
2	1	5	Library Books		$0.00
				Sub-Total	$30,916.00

Bryan Independent School District

Henderson Elementary

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Henderson Elementary is a PreK-4th grade school with approximately 564 students. We have 8.13% African American, 0.17% American Indian, 0.17% Asian American, 81.26% Hispanic, 1.66% Multi-Racial, 8.62% White. 74.79% of our students are At-Risk, and 80.43% are Economically Disadvantaged. 47.93% of our students are LEP, and 12.77% are SPED.

We have 2 SAILS classrooms for students with significant cognitive disabilities in grades Kinder-4th grade.

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We have 39 teachers, including 3 Specials teachers and 2 SPED teachers that don't have a homeroom. All teachers are highly qualified.

Teachers by grade level:

4 PK teachers

6 Kinder teachers

4 1st grade teachers

5 2nd grade teachers

5 3rd grade teachers

6 4th grade teachers

2 SAILS Teachers

2 SPED In-class support/Resource teachers

3 Specials teachers: 1 music, 1 art, 1 PE

We have:

4 PK Assistants

1 PE Assistant

1 Library Assistant

5 SAILS Assistants

1 Behavior Interventionist

2 In-Class Assistants

1 Principal Secretary

1 Registrar

1 Counselor

1 Principal

1 Assistant Principal

2 Instructional Coaches- 1 Language Arts and 1 Math

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17 of our teachers are Hispanic, 21 are White. We have 2 male teachers and the rest are females.

Parents feel like we didn't celebrate all cultures. This year we didn't do a big celebration for Mexico's Independence Day.

Demographics Strengths

We have a diverse population of students. More than 50% of our students are bilingual. We are able to serve students with different disabilities.

16 of our teachers are bilingual.

We have different programs that benefit students: Bilingual, Dual, SAILS, Resource and BEST programs.

We do a good job retaining student teachers.

We provide after-school tutoring in 3rd and 4th grades.

We have some after-school program/clubs for the students: Soccer, KKids, Music, Art.

We have partnered with community organizations to help us provide after school mentorship programs.

Counseling lessons were provided to students

We celebrated students, teachers, and staff during announcements. We do great things with PBIS. Teachers do a great job teaching expectations and students follow it.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance percentage for the 2022-2023 school year was 95.2% **Root Cause:** The attendance problem we have is because of the attendance that carries over from COVID. Parents still think that attendance is not mandatory.

Priority Problem Statements

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Goals

Goal 1: Henderson will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 1: Students will gain strategies to understand what they are reading and close the gap by 8% by May 2024.

HB3 Goal

Evaluation Data Sources: Reading DBAs and benchmarks, MAP testing, Accelerated Reading Program, STAAR Reading, Running Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Henderson will provide a Reading Interventionist to assist students in gaining Reading comprehension and increasing STAAR and MAP Scores. **Strategy's Expected Result/Impact:** Increased Reading Scores **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **Funding Sources:** Reading Interventionist - Title I, A - $60,542				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Henderson Elementary will provide professional tutors and teachers tutors to increase tutoring in order to increase academic knowledge, including those identified as At-Risk, close the learning gap experienced during the pandemic, and increase academic achievement. **Strategy's Expected Result/Impact:** Increase student academic achievement **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 **Funding Sources:** Professional and paraprofessional for student interventions, Saturday school - ESSER - $35,000, Professional and paraprofessional for student interventions, Saturday school - State Comp - $22,814, Professional and paraprofessional for student interventions, Saturday school - Title I, A - $41,750, SMART snacks for students in tutoring - Title I, A - $5,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Henderson Elementary will provide students with different instructional resources and technology resources to help them increase their reading abilities in order to strengthen their reading skills and academic knowledge including the students identified as At-Risk and to close the gaps experienced during the pandemic. This strategy will also address social emotional needs of the students. **Strategy's Expected Result/Impact:** Increased Reading Scores **Title I:** 2.4 **Funding Sources:** Reading A-Z, Flowcabulary, Summit K-12, technology - ESSER - $8,500, Reading A-Z, Flowcabulary, Summit K-12, technology - State Comp - $5,000, Reading A-Z, Flowcabulary, Summit K-12, technology - Title I, A - $9,250				

Strategy 4 Details	Reviews			410
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Henderson Elementary will provide students with different online programs to help them increase their reading abilities in order to strengthen their math skills and academic knowledge including the students identified as At-Risk and to close the gaps experienced during the pandemic. This strategy will also address social emotional needs of the students.				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Henderson will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 2: Students will gain strategies that will help them be successful in math. They will become problem solvers. By May 2024, Students will increase their Math STAAR scores to 80%

HB3 Goal

Evaluation Data Sources: Student work, mastery checks, DBAs, benchmarks, Math MAP Testing, STAAR math test

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Henderson Elementary will provide students with different instructional resources and online programs to help them increase their reading abilities in order to strengthen their math skills and academic knowledge including the students identified as At-Risk and to close the gaps experienced during the pandemic. This strategy will also address social emotional needs of the students. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **Funding Sources:** Math manipulatives and Math Resources, technology - ESSER - $8,500, Math manipulatives and Math Resources, technology - Title I, A - $7,500, Math manipulatives and Math Resources, technology - State Comp - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Henderson Elementary will provide professional tutors and teachers tutors to increase tutoring in order to increase academic knowledge, including those identified as At-Risk, close the learning gap experienced during the pandemic, and increase academic achievement. **Funding Sources:** Transportation for students in tutoring - ESSER - $2,858, Transportation for students in tutoring - State Comp - $3,000, Transportation for students in tutoring - Title I, A - $1,779				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Henderson will provide a culture and climate that encourages a shared responsibility for a positive learning environment that encourages positive regard for all people.

Performance Objective 1: All teachers and staff will provide a safe and positive learning environment to all students. Students will feel valued and will become a part of the Henderson family.

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will obtain support and professional development on and off campus during the year to gain knowledge on strategies to improve academic achievement. **Strategy's Expected Result/Impact:** Student and parent surveys and discipline data will be used to identify concerns. **Funding Sources:** Employee travel/Registration fee - Title I, A - $3,000				412

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Henderson will provide a culture and climate that encourages a shared responsibility for a positive learning environment that encourages positive regard for all people.

Performance Objective 2: Henderson will actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Henderson teachers and staff will create and foster a sense of community, family, spirit, pride, and ownership, and create positive relationships with families by providing flexible meetings, opportunities for parents to be in contact with their students teachers, provide Smart Snacks to encourage attendance, parents are provided communication on their native language				413

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Henderson will provide two Title 1 meetings at differen times and date to parents to learn about Title 1. The presentation in Title 1 Crate will be used to ensure all topics are covered **Title I:** 4.1 **Funding Sources:** Snacks to encourage attendance - Title I, A - $250				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Henderson will encourage parents to participate in their child's education by providing events at different dates and times. Every grade level will have their own Reading and/or Math night and a STAAR Night **Funding Sources:** Meeting materials and Snacks to encourage attendance - Title I, A - $1,484				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Henderson will provide parents the opportunity to provide input on the Campus Needs Assessment, Camps improvement plan, Policy and Compact through parent surveys and schedule meetings in the Fall and Spring Semester (3.1 Title 1) **Funding Sources:** Smart Snacks to enrouage attendance - Title I, A - $500				

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

Goal 2: Henderson will provide a culture and climate that encourages a shared responsibility for a positive learning environment that encourages positive regard for all people.

Performance Objective 3: Henderson will recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.

Strategy 1 Details	Reviews			
Strategy 1: Recruit high-quality teachers, professionals and paraprofessionals.	Formative			Summative
	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Henderson will ensure all students are equipped with the necessary tools for postsecondary success.

Performance Objective 1: Growth on "Meets" level of mastery of the STAAR test in Reading and Math in 3rd and 4th grade

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Campus Funding Summary

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Professional and paraprofessional for student interventions, Saturday school		$22,814.00
1	1	3	Reading A-Z, Flowcabulary, Summit K-12, technology		$5,000.00
1	2	1	Math manipulatives and Math Resources, technology		$5,000.00
1	2	2	Transportation for students in tutoring		$3,000.00
				Sub-Total	$35,814.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading Interventionist		$60,542.00
1	1	2	SMART snacks for students in tutoring		$5,000.00
1	1	2	Professional and paraprofessional for student interventions, Saturday school		$41,750.00
1	1	3	Reading A-Z, Flowcabulary, Summit K-12, technology		$9,250.00
1	2	1	Math manipulatives and Math Resources, technology		$7,500.00
1	2	2	Transportation for students in tutoring		$1,779.00
2	1	1	Employee travel/Registration fee		$3,000.00
2	2	2	Snacks to encourage attendance		$250.00
2	2	3	Meeting materials and Snacks to encourage attendance		$1,484.00
2	2	4	Smart Snacks to enrouage attendance		$500.00
				Sub-Total	$131,055.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Professional and paraprofessional for student interventions, Saturday school		$35,000.00
1	1	3	Reading A-Z, Flowcabulary, Summit K-12, technology		$8,500.00
1	2	1	Math manipulatives and Math Resources, technology		$8,500.00
1	2	2	Transportation for students in tutoring		$2,858.00
				Sub-Total	$54,858.00

Bryan Independent School District

Houston Elementary

2023-2024 Campus Improvement Plan

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Mission Statement

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Vision

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Core Beliefs

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Houston is a PreK-4th grade campus of approximately 450 students. Of those students, 25% are Hispanic, 2% African-American, 68% White and 4% Two or more races. Approximately 1% of our students are English Language Learners. 25% of our students qualify for and participate in the free/reduced lunch program. In addition to our general education classes, we serve 66 Special Education Students. We also have a SAILS program for K-4th grades and a B.E.S.T. program for K-4 grades.

Houston is a diverse campus, where our demographics continue to evolve with our growing community.

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Demographics Strengths

Houston Elementary staff is committed to a focus on understanding the needs of all subpopulations and providing necessary training to meet the challenges of a continually changing population. They have an unwavering commitment to a diversity of ideas, talents, and experiences. For example, this past year, we tied service learning projects or events around the Essential 8 and planned school-wide events such as Family Movie Night, Muffins for Moms, Donuts for Dads, 50's day and 100th day of school.

Houston Elementary has a very supportive PTO who provides all students and staff members with school spirit shirts, monthly lunches for the staff, transportation for field trips, snacks for tutoring, run club race entry fees, inflatables for field day and numerous other activities and volunteering.

Houston Elementary offers multiple extra-curricular activities to our students such as Art Club, Honors Choir, Music Club, Run Club, Ambassadors, and other classroom-specific activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The gap between our economically disadvantaged students and our lowest-performing sub-population has seen inconsistent growth in the last three years. **Root Cause:** Lack of effective use of data to monitor and adjust instruction to meet All Students' needs.

Problem Statement 2: Attendance and arriving on time has dipped from previous years. Although this is in line with the district attendance rate, we are believers that students must be present to learn. **Root Cause:** Parent education regarding the importance of seat time for students daily and throughout the year.

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

- Action research results
- Other additional data

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Goals

Goal 1: Houston Elementary will meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 1: 100% of teacher will implement a comprehensive MTSS framework to include a system of prevention, screening, and monitoring, structure for accountability and support in an effort to improve student outcomes. DIP

Goal 1: Houston Elementary will meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

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Performance Objective 2: 100% of teachers will use multiple data sources (progress monitoring) to inform instruction and intervention decisions to maximize student achievement and to reduce the gaps in student achievement throughout the 23-24 school year. DIP

Evaluation Data Sources: A progress monitoring system will be implemented by 100% of all teachers. 65% of tests taken by Economically Disadvantaged students will be at the current met standard level for the 2023-24 school year.

Goal 2: Houston Elementary will support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 1: Houston will have a 97% attendance rate for the 2022-2023 school year. DIP

Goal 2: Houston Elementary will support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 2: 100% of students will be provided opportunities to increase awareness of issues that affect them and impact them academically and socially. DIP

Goal 2: Houston Elementary will support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 3: Provide a systemic framework for offering continuous learning opportunities in sustaining successful educational practices addressing the needs of 100% of our campus staff. DIP

Goal 2: Houston Elementary will support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 4: Integration of technology in instructional programs in 100% of our classrooms. DIP

Goal 3: Houston Elementary will engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 1: Provide opportunities to foster positive relationships between parents, community, students, staff, and schools by hosting at least 2 events during the school year. At these events we will have parent engagement activities like educational games, books, and materials to promote learning at home. We will also provide SMARTsnacks and water to parents who attend and receive these activities for learning. DIP

Goal 3: Houston Elementary will engage students, families, staff, and the community to maximize every student's potential.

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Performance Objective 2: Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders through parent letters, social media, and other methods at least 3 times each week. DIP

Goal 3: Houston Elementary will engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 3: Provide PD to 100% of staff members to continue our focus on creating a welcoming culture and climate for all stakeholders. DIP

Goal 4: Houston Elementary will ensure a safe and secure environment for all students, staff, and visitors.

Performance Objective 1: 100% of our staff members will continue to implement campus safety committees and campus-wide discipline management policies and procedures. DIP

Goal 4: Houston Elementary will ensure a safe and secure environment for all students, staff, and visitors.

Performance Objective 2: 100% of Houston Elementary staff members will receive professional development on HR supporting topics which must be completed by a designated timeline. DIP

Goal 5: Houston Elementary will maintain a high-quality workforce to support student success.

Performance Objective 1: Recruit and retain a diverse, highly qualified workforce to ensure high expectations for our diverse district are achieved, so that 100% of our staff members are highly-qualified.. DIP

Goal 5: Houston Elementary will maintain a high-quality workforce to support student success.

Performance Objective 2: Provide job embedded professional development to equip 100% of our teachers and staff with the knowledge and skills necessary to increase student achievement. DIP

Goal 5: Houston Elementary will maintain a high-quality workforce to support student success.

Performance Objective 3: Develop leadership systems to ensure student success and to provide support needed for staff to meet the needs of our students by meeting with stakeholders in a variety of settings at least 4 times per month. DIP

Bryan Independent School District

Johnson Elementary

2023-2024 Campus Improvement Plan

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Mission Statement

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Vision

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Core Beliefs

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Comprehensive Needs Assessment

Revised/Approved: April 10, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Johnson's CNA Committee met on March 23rd and April 10, 2023 to analyze 2022-2023 data and evaluate campus' strengths and weaknesses. The CNA was finalized on April 10, 2023.

The first meeting was held in February when the team, which was composed of grade level leaders, instructional coaches, campus counselor, administrators, parents and community representatives, gathered roundtable to analyze data in four key areas: demographics, perceptions, processes and programs, and student achievement. Data analyzed included TAPR, student STAAR scores, attendance, MAP, discipline, referrals, and surveys. Once data was reviewed for each category, a variety of trends were identified. 431

The CNA Committee praised several areas of reinforcement.

Looking at the campus' demographics, not only is Johnson's student enrollment continuing to increase, but the school has the highest year-to-date attendance percentage of all elementary campuses. The number of students that have been identified through RTI and/or receiving SPED services has increased as well. One huge celebration is the high percentage of Johnson’s Hispanic population being served in GT.

When visiting with parents and community representatives, affirmations include increased communication between school and home. This was one of Johnson’s huge goals set for the 2022-2023 school year and together, we mastered it. Another strength highlighted is the positive rapport between families, teachers, students and the overall school community. Due to this relational capacity, teacher retention remains high. An area to focus on moving forward is increasing strategies to help provide resources to support academic success on the homefront.

Johnson's processes and programs are continuing to strengthen. Teachers, in partnership with the administration team, are keeping individual student needs top priority. With that being said, more students are being appropriately identified so they can receive services that lead to academic and social-emotional growth.

Another strength is how student achievement data is showcasing student growth across the board. Johnson’s MAP data is on par with District averages. Looking specifically at 3rd & 4th grade, there are areas of refinement that need to be addressed, especially in Reading. Due to the State’s new testing design, writing constructed responses is a key skill students need to be able to master. With that being said, specific tutoring and learning strategies are in place to help close gaps. Moving into next year, weekly Encore periods will continue to be dedicated to thorough data analysis. Teachers will use all data to drive first class instruction that is focused on meeting all individual students' needs.

Looking at identified needs for the 2023-2024 school year, Johnson’s RTI Process must be strengthened. Teachers need more in-depth RTI Professional Development not just in August, but throughout the entire school year. Another need is centered around brainstorming how to provide even more resources on the home front for all of our families. Parents have expressed a desire to have greater support on how to help their child/children academically. Finally, intentional data digs will remain a top need as teachers and admin. support team work together on growing our students. This goal has become even more challenging with today's rigorous learning standards and expectations.

(Title 1 Element 1)

Demographics

Demographics Summary

Johnson's student enrollment is continuing to stay solid at 535 Pre-K - 4th grade students. Even though we are losing Pre-K due to realignment, enrollment continues to increase. As of right now, there have been a total of 32 student enrollments. However, on the other hand, there have been a higher number of withdrawals from years prior. For this current school year, we've had a total of 23 students withdrawal from Johnson. One reason brainstormed for this fluctuation is that more houses in the school community are becoming rental properties.

Johnson continues to rank at the top of the District with a year-to-date attendance rate of 95.70%. Even though the attendance goal has been to reach 96%, campus wide incentives have helped keep Johnson at the top.

Another celebration is centered around Johnson's GT population. Almost half of the students being served are Hispanic.

An area of refinement that will be part of our Campus Improvement Plan for next year is evaluating Johnson's RTI Process further. This year alone, 282 students have been identified as at-risk.

Demographics Strengths

-Increase in overall student enrollment.

-Increase in Hispanic population receiving GT services.

-Highest YTD% attendance rate at the elementary level in the District.

-GT program is equivalent with campus demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 282 students out of 535 in grades PK-4 are identified as "at-risk". **Root Cause:** Students have significant learning gaps caused by the pandemic.

Problem Statement 2: Johnson Elementary's current year to date attendance is 95.65%. **Root Cause:** Parents have careers with rigid hours.

Student Learning

Student Learning Summary

Johnson is an 'A' rated campus! Looking at MAP specifically, Johnson has a higher RIT score than the district's average. Out of all students, K-4, 70% approached, met or mastered in Reading. In Math, 75% of all students, K-4, approached, met or mastered learning.

Individual student growth remains a key focus. There is a good percentage of students in 2nd grade not meeting standard in reading or math and students of color are performing much lower.

When reviewing 21-22 Spring Benchmark data to 22-23, both 3rd and 4th math are up in their scale scores for Domain 1. Reading on the other hand, both grade levels are significantly lower in Domain 1 from last year. After discussing reasons behind Reading performances, the team came up with a game plan moving forward. 4545 students will be a heavy focus for after school tutoring, and SCRs and ECRs will play an even greater role during Camp Read More. As of right now, Johnson's overall report card grade is a 57.

Student Learning Strengths

-Students across the board are showing growth from BOY to EOY MAP. (Several teachers received a TIA designation based off of student growth percentages from the 2021-2022 school year.)

-Spring Benchmark scores are higher in reading and math than Spring 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on Spring Benchmark data, Johnson Elementary is projected to be an F (57%). **Root Cause:** Students are seeing Reading & Writing separately and are struggling to make the connection on how they go hand in hand.

Problem Statement 2: 37.2% of 2nd grade students at Johnson Elementary are not meeting English Reading standards, and 30.1% of 2nd grade students are not meeting Math standards. **Root Cause:** Continued learning gaps from the Pandemic.

School Processes & Programs

School Processes & Programs Summary

We have a strong hiring committee consisting of admin., counselor, ICs, and one or two teachers. The committee routinely hires student teachers, substitutes, and/or aides.

Aside from mandatory PD, campus PD is often driven by campus committees. Weekly Encore and PLCs are used effectively. The focus of Encore is data digs and addressing any RTI needs. PLCs are focused on creating lessons that help deliver content/master learning objectives using effective instructional strategies. Campus ICs model lessons and strategies.

All learning blocks include enrichment and Tier 1 learning is closely monitored and protected.

Student data based off of MAP and District assessments is used to drive Tier 1 instruction.

A celebration is the high number of students we have that are receiving GT services. Currently, we have 47 students being pulled for GT. 434

An area of refinement is reevaluating Johnson's RTI Process due to the high number of parent and teacher requests for testing. Our SPED and 504 population is rapidly growing.

School Processes & Programs Strengths

-An increase in the number of teachers offering after school tutoring.

-ST Math class participation is increasing.

-Learning Ally is available for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Since 9/16/22, Johnson has had 46 parent or teacher requests for student testing. **Root Cause:** Prior reputation of school, school's performance standards and how the community views Johnson Elementary.

Problem Statement 2: Johnson has 59 students being served through SPED and 33 students being served through 504. **Root Cause:** Need stronger communication regarding standards and expectations during RTI and parent-teacher conferences.

Perceptions

Perceptions Summary

Johnson Elementary has a strong reputation centered around unity, family, and a phenomenal school/community culture and climate. Family engagement events have remained a priority, as well as, strengthening communication and teacher-parent partnerships. In fact, an area of reinforcement from this year's parent surveys was communication! Parents have expressed an abundance of praises and positive feedback regarding school communication.

Another area of reinforcement is Johnson's teacher retention rate. Our campus is the only 'A' rated elementary school in Bryan ISD, and that partnered with the positive school culture and climate, are just one of the many reasons why teachers want to stay.

As far as areas of refinement, a goal moving forward is to provide more resources for parents to support academic success on the home-front. Another goal is to increase the number of clubs that are offered to all students. Currently the only clubs hosted are Photography Club, Student Council, Dance Club, Soccer Club and UIL.

435

Perceptions Strengths

-Reputation (TEA 'A' Accountability Rating!)

-Positive school community

-Low teacher retention

-Monthly principal-parent emails

-Administration team is receptive to parent feedback and implements immediate responses

-Strong social media presence

-New school traditions including a Black History Month celebration

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student safety continues to be a concern in Johnson's open concept setting. **Root Cause:** Parents are not aware of new systems/procedures in place.

Problem Statement 2: On the MOY BISD Parent Survey, parents expressed the need for more collaboration regarding student achievement. **Root Cause:** Student expectations are evolving.

Priority Problem Statements

436

Goals

Revised/Approved: June 8, 2023

Goal 1: Support the effective implementation of the district's curriculum and best practices in 21st Century learning to assist all students in meeting State standards.

Performance Objective 1: The Domain 1 Scale Score for 3rd Reading and Math will increase by June 2024.

High Priority

Evaluation Data Sources: Informal & formal observations, lesson plans, PLC & Encore meeting evidence, District Based Assessments, Spring Benchmarks, BOY/MOY/EOY MAP data, ECRs & SCRs, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: To increase learning time, promote a well-rounded education, and provide opportunities to all children, quality Tier 1 instruction will be provided and protected to all students. **Strategy's Expected Result/Impact:** Improved student achievement data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional materials - ESSER, - Title I, A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 3rd grade teachers will meet weekly in PLCs with a specific focus on lesson planning and instructional strategies, including effective small group instruction, for reading and math. **Strategy's Expected Result/Impact:** Improved student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 3rd grade teachers will meet weekly with the administration team and instructional coaches to review, evaluate and analyze student data and create an action plan for growing all students, particularly those at-risk for failing State academic standards or dropping out of school. **Strategy's Expected Result/Impact:** Progress monitoring of student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional materials, professional tutors, tutor support - Title I, A - $10,000, Tutors - ESSER - $25,802, Tutors - State Comp - $25,479, SMART snacks for students attending tutoring - Title I, A - $500				438

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Support the effective implementation of the district's curriculum and best practices in 21st Century learning to assist all students in meeting State standards.

Performance Objective 2: The Domain 1 Scale Score for 4th Reading and Math will increase by June 2024.

High Priority

Evaluation Data Sources: Informal & formal observations, lesson plans, PLC & Encore meeting evidence, District Based Assessments, Spring Benchmarks, BOY/MOY/EOY MAP data, ECRs & SCRs, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide quality Tier 1 instruction to all students, including those who are at-risk, or ELL's in every classroom. **Strategy's Expected Result/Impact:** Improved student achievement data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional materials - Title I, A - $6,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 4th grade teachers will meet weekly in PLCs with a specific focus on lesson planning and instructional strategies, including effective small group instruction, for Reading and Math. **Strategy's Expected Result/Impact:** Improved student achievement data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 4th grade teachers will meet weekly with the administration team and instructional coaches to review, evaluate and analyze student data and create an action plan for growing all students, particularly those at-risk for failing State academic standards. **Strategy's Expected Result/Impact:** Improved instruction and learning. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Contracted instructional materials - Title I, A - $6,000, Instructional resources - Title I, A - $28,062				440

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Support the effective implementation of the district's curriculum and best practices in 21st Century learning to assist all students in meeting State standards.

Performance Objective 3: By increasing student-centered experiences and differentiation through small-group instruction and interventions such as tutoring, improvement will be seen in BOY, MOY and EOY District assessments.

High Priority

Evaluation Data Sources: Informal & formal observations, lesson plans, PLC & Encore meeting evidence, District Based Assessments, Spring Benchmarks, BOY/MOY/EOY MAP data, ECRs & SCRs, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Instructional Coaches will continue to meet with teachers to review and analyze BOY, MOY and EOY data to help all students be successful. **Strategy's Expected Result/Impact:** Improved student achievement data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Coach - State Comp, Instructional Coach - Title I, A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will track individual student progress through anecdotal notes and monitor interventions being used in Branching Minds. **Strategy's Expected Result/Impact:** Improved student achievement data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Professional tutors will be hired to support interventions and address needs of all students, particularly at-risk. **Strategy's Expected Result/Impact:** Improved student achievement. Closing academic growth gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutoring interventions, SMART snacks for tutoring - Title I, A				

 No Progress  Accomplished  Continue/Modify  Discontinue

442

Goal 2: Relational capacity will strengthen between the school community, families, employees and students.

Performance Objective 1: By implementing attendance incentives, student attendance will improve by 1%.

Evaluation Data Sources: Individual class attendance records, daily attendance reports, DVT meetings, STAAR, student data, parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement attendance class attendance challenges each six weeks. **Strategy's Expected Result/Impact:** Increased learning time. Improved student achievement data. Increase in attendance rate. **Staff Responsible for Monitoring:** Assistant Principal, Teachers, Attendance Clerk **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Student incentives - Local Funds - Campus				443

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: PBIS student acknowledgement system will have additional focuses on student achievement and attendance to increase learning time. **Strategy's Expected Result/Impact:** Improved student achievement data. Increase campus attendance rate. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Student incentives - Local Funds - Campus				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Relational capacity will strengthen between the school community, families, employees and students.

Performance Objective 2: Reading incentives will be implemented to enhance learning environments and increase classroom attendance.

Evaluation Data Sources: Individual classroom reading and vocabulary incentives, daily attendance reports, District Based Assessments, STAAR, student data, parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Throughout the year during weekly PLCs and Encore periods, teachers will brainstorm reaching incentives that compliment the ELAR/SLAR curriculum. **Strategy's Expected Result/Impact:** Improved student achievement data. Positive culture and climate. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Student incentives - Local Funds - Campus				444

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Relational capacity will strengthen between the school community, families, employees and students.

Performance Objective 3: Consistent communication across grade levels will increase parent involvement during all family engagement activities.

Evaluation Data Sources: Parent surveys, attendance records, discipline data, climate & culture

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will have activities for parents to be involved in during family engagement events, as well as, the Specials teachers. **Strategy's Expected Result/Impact:** Increased family engagement. Positive culture & climate. **Staff Responsible for Monitoring:** Teachers, PE Coach, Music & Art Teacher **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplemental materials, SMART snacks to encourage attendance - Title I, A				445

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All parents will be invited to meetings including Meet the Principals, Title 1 Meeting, Parent Orientations, academic events, PTO, etc. that are offered at flexible times, and simultaneously online, to meet as many parents' schedules as possible. **Strategy's Expected Result/Impact:** Positive parent-school relationships. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplemental materials & SMART snacks to encourage attendance - Title I, A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Parent input will be highly encouraged through multiple parent surveys, requests for input at parent meetings and play a role in developing and revising the Campus Needs Assessment and Campus Improvement Plan. **Strategy's Expected Result/Impact:** Positive parent-school relationships. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I, A				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The Improvement Plan, Parent Family Engagement Policy and Home-School Compacts are jointly developed in the Spring with parents. Campus Improvement Plan, Policy, and Compacts will be shared at Title 1 annual meetings, beginning of the year informational meetings, and Compacts during fall parent-teacher conferences. Each will be made available in English and Spanish. Each will be posted on the campus' webpage and copies will be available at the front office upon request. **Strategy's Expected Result/Impact:** Positive parent-school partnerships. **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Meeting Materials & SMART Snacks - Title I, A - $1,288				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Johnson educates teachers, with parent input, on the value and utility on the contribution of parents and how to effectively communicate to work as equal partners at the beginning of the school year by a PFE Presentation. **Strategy's Expected Result/Impact:** Positive school-parent partnerships. **Staff Responsible for Monitoring:** Assistant Principal and Teachers **Title I:** 4.2 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - Title I, A				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: A highly effective workforce will be recruited and retained to support student success.

Performance Objective 1: Support the District's recruitment plan to ensure the hiring of quality individuals for Johnson, while also creating an environment that is conducive to retaining effective employees.

Evaluation Data Sources: Teacher retention data, employee surveys, PBIS surveys, campus culture and climate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Every effort will be made to ensure all students are taught by highly effective teachers and staff. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** PD Contract - ESSER - $8,000				447

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Assist teachers and paraprofessionals to meet the certification requirements as needed. **Strategy's Expected Result/Impact:** Empowering teachers so we can empower students. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Instructional Coaches, in coordination with the Principal and Assistant Principal, will provide support for all teachers through classroom observations and feedback, differentiation strategies, technology integration strategies, and ongoing PLCs that include Professional Development training/best practices. **Strategy's Expected Result/Impact:** Increase partnership between teachers, instructional coaches and administration team to help student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches **Title I:** 2.4 **Funding Sources:** Student technology - Title I, A				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue to implement PBIS Processes and other PD goals to support a positive culture and climate. **Strategy's Expected Result/Impact:** Teacher accountability and positive school culture which impacts student learning. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Foundations Committee **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** CKH Premium - Title I, A, Student & teacher incentives - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Incorporate more team building activities amongst staff to foster teacher retention. **Strategy's Expected Result/Impact:** Encouraging and supportive school climate. Positive work and learning environment. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Sunshine Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Develop and monitor teacher improvement goals through T-TESS system in order to grow and improve teacher performance. **Strategy's Expected Result/Impact:** Growing teachers to increase student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Incorporate a temperature check at all faculty meetings. **Strategy's Expected Result/Impact:** Increase in teacher retention. Positive culture and climate. **Staff Responsible for Monitoring:** Assistant Principal, Principal and Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

No Progress



Accomplished


Continue/Modify


Discontinue

State Compensatory

Budget for Johnson Elementary

Total SCE Funds: $101,154.00
Total FTEs Funded by SCE: 0.1
Brief Description of SCE Services and/or Programs

Instructional Coaches & Professional Tutors for Interventions

Personnel for Johnson Elementary

450

Name	Position	FTE
IC	Elementary for Math & ELA	0.1

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	2	2			$0.00
1	3	2			$0.00
2	1	1	Student incentives		$0.00
2	1	2	Student incentives		$0.00
2	2	1	Student incentives		$0.00
3	1	2			$0.00
3	1	4	Student & teacher incentives		$0.00
3	1	5			$0.00
3	1	6			$0.00
3	1	7			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Tutors		$25,479.00
1	3	1	Instructional Coach		$0.00
				Sub-Total	$25,479.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3	SMART snacks for students attending tutoring		$500.00
1	1	3	Instructional materials, professional tutors, tutor support		$10,000.00
1	2	1	Instructional materials		$6,000.00
1	2	3	Contracted instructional materials		$6,000.00
1	2	3	Instructional resources		$28,062.00
1	3	1	Instructional Coach		$0.00
1	3	3	Tutoring interventions, SMART snacks for tutoring		$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	Supplemental materials, SMART snacks to encourage attendance		$0.00
2	3	2	Supplemental materials & SMART snacks to encourage attendance		$0.00
2	3	3			$0.00
2	3	4	Meeting Materials & SMART Snacks		$1,288.00
2	3	5			$0.00
3	1	3	Student technology		$0.00
3	1	4	CKH Premium		$0.00
				Sub-Total	$51,850.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional materials		$0.00
1	1	3	Tutors		$25,802.00
3	1	1	PD Contract		$8,000.00
				Sub-Total	$33,802.00

Bryan Independent School District

Jones Elementary

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2023, the Jones campus planning team that included teachers, administrators, ICs, the counselor, parents, and community members met several times to look at, analyze, review, and discuss multiple data sources to include demographics, student academic achievement, processes and programs and perception data. Meetings were held on February 27 and March 27.

Demographic data used consisted of student and staff ethnicities, special ed, homeless, GT, 504, bilingual/EL etc. Academic Achievement used consisted of MAP, Circle, AR, DBAs, Benchmarks, STAAR, TELPAS, grades. Perception Data used consisted of district surveys that included input from students, parents and staff, CKH surveys that included input from parents, staff, admin, and students, attendance data, discipline data, community partnerships--Living Hope, First Presbyterian, Sanderson Farms. Programs and Processes include data from CKH, counseling, PLCs, Progress Monitoring, RTI, interventions, small group instruction, NAC program, Foundations, STEM Club

Strengths:

- We have very little staff turnover and almost 50% of our teachers received a TIA designation
- Capturing Kids Hearts – focus on relationships
- Student and parent survey shows that they are happy with coming to school
- We are a neighborhood school with lots of family support at extracurricular events
- We have a small number of behavior office referrals due to teachers feeling empowered to handle their own discipline
- progress monitoring regularly
- 3rd grade MAP data shows many students meeting or exceeding their projected growth goals
- interventions are demonstrating success in growing our students
- We have a strong mentor program

Needs included:

- We would like to see more parental involvement in academic events
- Our general education teachers need more training on how to scaffold for our SPED students
- We are not closing the gap between our sub populations
- We are seeing low growth in K-1 MAP data
- Our new teachers are struggling with classroom management and need to be CKH trained
- Staff needs differentiated PD based on experience
- Process for planning needs to be revisited to be more effective
- We need to improve the staff perception of school climate
- We are still struggling with student attendance
- not all tier I instruction is strong in all classrooms, students are not reading independently enough minutes during the school day

Due to the needs assessment, the following were identified as targeted areas of need:

- Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.
- Support a culture and climate that encourages a shared responsibility for a positive learning environment.
- Maintain a high-quality workforce to support student success.

- Engage students, families, staff, and the community to maximize every student's potential.
- Ensure all students are positioned for post-secondary success.

We will continue to build on our strengths while adding the following to continue to grow and improve as a campus for the 2023-2024 school year:

- Continue implementing Capturing Kids Heart by providing new teachers with training and providing returning teachers with a refresher training
- Implement AVID on our campus in grades kinder – 4th grade.
- Continue to implement Safe & Civil Schools on our campus with development of campus wide procedures and expectations

Title I, Element 1

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Demographics

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parental involvement is low. **Root Cause:** We have not provided training that is relevant to the needs of our parents at times in which they can attend.

Problem Statement 2: Professional development is needed for staff to better align their skill set with the needs of our special education student population. **Root Cause:** Our teachers serve a unique populations of SPED & EB students which requires a more specialized and differentiated type of training on topics such as: ways to scaffold instruction while also providing rigor, how to motivate and engage struggling studnets, and how to more intentionally meet the diverse needs or our students.

Perceptions

Perceptions Summary

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Anson Jones staff current level of satisfaction with work environment and culture is unsatisfactory. **Root Cause:** There are not enough opportunities for staff to get to know each other.

Problem Statement 2: The current percentage of chronically absent students is 18.1%. **Root Cause:** There needs to be a stronger focus on improving parent-teacher-student relationships in order to improve student attendance.

Priority Problem Statements

Problem Statement 1: There is not enough growth in closing the gap between 3rd & 4th grade on the STAAR test in both reading and math.

Root Cause 1: Students come to school at a disadvantage due to lack of resources and social orientation which requires that we have teachers that are equipped to meet the needs of a diverse, high-need population of students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students in kindergarten and 1st grade consistently scored lower that the grade level norms on projected growth on their math and reading MAP assessments.

Root Cause 2: Students come to school at a disadvantage due to lack of resources and social orientation which requires that we have teachers that are equipped to meet the needs of a diverse, high-need population of students.

Problem Statement 2 Areas: Student Learning

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Problem Statement 3: Parental involvement is low.

Root Cause 3: We have not provided training that is relevant to the needs of our parents at times in which they can attend.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

462

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 1: At least 55% of students will show growth from BOY to EOY (MAP & CIRCLE) in the areas of reading, math, and science by May 2024.

Evaluation Data Sources: MAP, DBAs, Benchmarks, STAAR, CIRCLE, Individual Student Goal Charts/ folders, Attendance in progress monitoring meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The school will provide the opportunity for all students to meet state standards by providing core content area teachers opportunities to increase their competency in the utilization of detailed lesson planning through planning with instructional coaches (PLC) with the inclusion of mastery checks, district assessments and the progress monitoring of student mastery. Grade level representation will be in attendance at district collaborative meetings to ensure a well-rounded education where all (EB, SPED, AA, ED) children meet the state's approaches, meets or mastered levels of performance. **Strategy's Expected Result/Impact:** Increase of reading levels, mastery of grade level content shown on mastery checks, concept checks, concept quizzes, Map testing, DBAs, and STAAR **Staff Responsible for Monitoring:** Classroom teachers, ELA & Math IC, Administrators **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - State Comp, - Title I, A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Progress monitoring meetings will be held regularly to discuss student progress in reading, math and science. These meetings will be held after MAP testing, DBAs, benchmarks etc. Instructional changes will be made based on student achievement data. Fourth grade teachers will closely monitor the students who were Meets and Masters on 3rd grade STAAR in an effort to enrich and accelerate instruction. Students who did not reach approaches on 3rd grade STAAR or meet projected growth on MAP testing--reading, math, science and language will be monitored closely by the classroom teachers and instructional coaches. **Strategy's Expected Result/Impact:** Increased academic achievement **Staff Responsible for Monitoring:** Classroom teachers, ICs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				464

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus staff will utilize multiple funding sources to include local, Title I, State comp, Special ed, SHARS, bilingual funding, donations, and grants to purchase instructional resources, books--novels, literature, bluebonnet books, library books, math and science manipulatives, STEM resources, field trips, technology to include computers, iPads, SMART boards, Tru Touch Boards, projectors, Elmos, Summit K-12, computer software program subscriptions, ebooks, consultants, math trainings, field trip fees, and supplemental positions and any other resource needed to support student academic performance. **Strategy's Expected Result/Impact:** Improved academic achievement in reading Increased love of reading for children Improved reading fluency and comprehension. **Staff Responsible for Monitoring:** Classroom Teachers, ICs, Library assistants, & Administrators **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Resources, Raz Kids, Reading A-Z, AR, CKH Premium, etc. - ESSER - $30,072, Instructional Resources - State Comp - $10,362, Instructional Resources, Raz Kids, Reading A-Z, AR, CKH Premium, etc. - Title I, A - $12,000, Staff development materials - Local Funds - Campus - $5,000, Technology - Title I, A - $9,283				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The campus will address the needs of all students, particularly those at-risk of failing state standards with the guidance and monitoring of the Academic Student Specialist, consistent and strong implementation of the MTSS process will be used to guide teachers with implementation of intervention strategies that meet the needs of low performing and at-risk students to include guided reading, LLI, Reading Horizons, Imagine Math, ST Math, Greg Tang Math, Fast Math, and other research-based math programs, AVID, Project Lead the Way, Accelerated Reader, RAZ Kids, Reading A-Z, Starfall, iRead, Reading Horizons, and Pebble Go, Summit K-12 to increase English proficiency, MAP interventions, and small group instruction to align the number of students receiving special education services to the demographic breakdown while increasing the quality of learning time and help to provide an accelerated curriculum and close the learning gap that occurred during the pandemic. The MTSS meetings and interventions will be documented in Branching Minds. **Strategy's Expected Result/Impact:** Increase achievement of low performing students, close gaps **Staff Responsible for Monitoring:** Instructional Leadership Team, Academic Student Specialist **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Academic Student Spclst - Title I, A - $59,174, Academic Student Spclst - State Comp - $30,000				465

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The campus will provide effective and timely additional assistance to provide opportunities for a well-rounded education to an increase in the amount and quality of learning times which may include tutoring/in-class support, interventions provided by a tutor, teachers and tutors will be provided before, during, and after school, as needed, to meet the needs of low performing or at-risk students, including economically disadvantaged, EB, Hispanic and African American students. **Strategy's Expected Result/Impact:** Increase academic achievement of all student groups **Staff Responsible for Monitoring:** Instructional Leadership Team, Tutors, Academic Student Specialist **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Prof tutors - Title I, A - $50,000, Prof tutors - ESSER - $13,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Assessment for learning will be on-going and instructional decisions will be based on data from assessments. Use of MAP testing, Mastery checks, Concept Quizzes/Checks, and DBAs with effective and timely additional assistance provided for students, as deficiencies are identified. Reading teachers will utilize guided reading notebooks to include weekly anecdotal notes, monthly running records and a reading tracking sheet to show how students will reach the minimum to recommended reading level. Math teachers will use mastery checks and concept checks to monitor progress. **Strategy's Expected Result/Impact:** Increase student mastery in core contents. **Staff Responsible for Monitoring:** Instructional Leadership, Reading & Math Tutors, Academic Student Specialist				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Combine campus funds, Title 1, SCE, ESSR, and district funds to reduce disparity in performance on state assessments between students in at-risk situations and students not identified as at-risk including the utilization of instructional coaches for teacher development and student intervention to strengthen the academic program. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Instructional Leadership **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title I, A, - State Comp				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Teachers in grades 3 and 4 will be provided training on the new writing component of the 3rd and 4th grade reading/writing STAAR test that 3rd and 4th graders will take in the spring 2023. **Strategy's Expected Result/Impact:** Improved achievement in writing **Staff Responsible for Monitoring:** 3rd and 4th grade writing teachers, writing IC, Administrators **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 1: All teachers and staff at Jones will provide all students a safe positive learning environment where each child feels valued and a part of a classroom and school family.

Evaluation Data Sources: Classroom Walk Throughs, Discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All Jones staff will assure every Jones students is safe by keeping classroom doors locked at all times, by never propping exterior doors open, by taking their card key with them at all times, and by always following the procedures for a lock down if required to lock down. Teachers will review lock down procedures with their students so they are aware of procedures. Teachers will monitor their students closely during restroom breaks, in the cafeteria and at recess. Teachers will monitor students at recess if they have to use the restroom. All gates on fence will remained locked during the school day. All staff will join the Jones safety Remind. Anything out of the ordinary needs to reported to administrators/police. **Strategy's Expected Result/Impact:** Safe Learning Environment for all students and staff. **Staff Responsible for Monitoring:** All Jones Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				467

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All Jones staff will implement the principles of Capturing Kids Hearts--building relationships with children by learning about them, social contract, greeting at the door, classroom jobs, 4 questions, and launches. All teachers and staff will begin the year by explicitly teaching students the expectations inside and outside of the classroom. Classrooms will develop social contracts and teachers will use the CKH 4 questions. Classrooms will use a Friends and Family Board, Safe Place, Jobs Board and greet students at the door. Teachers will grow their classroom communities by incorporating affirmations, good things, and "grow the group" activities. Information from CKH Premium will be shared with staff and students throughout the year. **Strategy's Expected Result/Impact:** A safe positive learning environment where children feel valued. Small number of office referrals. Decrease in DMC placements which increases learning time that will increase academic achievement **Staff Responsible for Monitoring:** All Jones Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** CKH Initial Training - ESSER - $5,000, CKH Premium - Title I, A - $20,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All staff will use the Safe and Civil Schools CHAMPS guiding principles and supports and structures learned during the previous district PD training. Jones staff will continue to implement school wide expectations previously developed as well as further develop common area expectations and a common school wide attention getting signal. The Jones Foundations team will plan, train and monitor implementation of Safe and Civil Schools Foundations and CHAMPS training through August PD and additional trainings throughout the year, monthly meetings, data collection with feedback to the faculty and staff. **Strategy's Expected Result/Impact:** Improve school culture to decrease DMC placements which will increase learning time and improve academic achievement Positive safe learning environment for all students. **Staff Responsible for Monitoring:** Foundations Team, Administrators, Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				468

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Every classroom teacher will spend at a minimum the first 3 days of school teaching the routines, procedures and classroom and school-wide expectations(PBIS/Safe and Civil Schools--CKH, CHAMPS). Team building activities will be built into the schedule for the first week of school and throughout the school year as needed so that children feel a part of a family in each classroom (positive culture). **Strategy's Expected Result/Impact:** Positive and safe classroom environment and culture **Staff Responsible for Monitoring:** All classroom teachers, ICs, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Every teacher will have a morning meeting that will include morning announcements, good things, morning news, E8 Character trait, etc. The counselor will introduce the E8 character trait on Monday mornings. **Strategy's Expected Result/Impact:** Building a positive classroom culture and classroom environment. **Staff Responsible for Monitoring:** Classroom teachers, ICs, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Every Child will be taught the essential 8 character traits daily and every staff member will model the Essential 8 character traits through their words and their actions--Kindness, Tolerance, Gratitude, Philanthropy, Work Ethic, Optimism, Courage, and Leadership. Every Jones student will have the opportunity to earn all 8 of the E8 Character Tags to place on their necklaces. Students will wear their character tag necklaces proudly as they earn their tags. All campus staff and faculty will implement the Essential 8 through modeling expected behaviors, teaching the daily lessons E8 and social skills lessons, setting behavior goals aligned to social contracts or E8 and awarding the E8 student of the month each month. **Strategy's Expected Result/Impact:** Positive school culture--teaching students about good character Decrease behavior incidents which will increase learning time **Staff Responsible for Monitoring:** Counselor, Classroom teachers, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Character Tags and necklaces - Local Funds - Campus				469

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: All Jones students will have the opportunity to be nominated by their classroom teachers to be the Student of Character for their grade level (Character trait being studied for that month). Classroom teachers will write the nominations. These will be shared with the classroom or school and the child will be recognized by the classroom or school and will received a Student of Character certificate, yard sign and E8 decal. Student of character pictures will be hung in the main hall and one will be sent home with the students. **Strategy's Expected Result/Impact:** Recognition of positive behavior and good. character **Staff Responsible for Monitoring:** Classroom Teachers, Counselor, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: The Foundations Committee will meet a minimum of 1 time per month to make sure every teacher has the necessary resources to teach the Safe & Civil Schools classroom and school expectations. The Foundations committee will review discipline data and then will share it with the whole faculty. The Foundations committee will discuss and ensure that all PBIS/Safe and CivilSchools activities are being monitored and progress is being made. **Strategy's Expected Result/Impact:** Positive school-wide culture **Staff Responsible for Monitoring:** Classroom teachers, Counselor, ICs, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: All bullying incidents will be addressed swiftly at the campus. They will be investigated and parents will be notified. and consequences issued swiftly. Bully will not be tolerated. Students, staff and parents will be educated on what bullying is. **Strategy's Expected Result/Impact:** Low number of bullying events, positive school culture and safe learning environment **Staff Responsible for Monitoring:** Classroom Teachers, Counselor, ICs, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: District SCE funds will be used to partially fund a counselor who will provide guidance to include career awareness activities to guide educational, personal and career development through guidance lessons to increase the achievement of all students including those who are at-risk of dropping out of school. The school counselor will be available to work with any Jones student and the family of the student who is experiencing mental health issues. The counselor will provide ideas and information for community resources to the parents as needed. Guidance lessons will be delivered monthly for a total of 18 lessons provided by the school counselor with a focus on the brain-based Changemakers curriculum, Red Ribbon week, and career education to implement strategies to reduce the dropout rate, violence, drug use and improve at-risk student performance. The goal is for all children to be successful in the school setting. The counselor will report to the parent, any needs identified when working with the children. All district protocols will be followed. **Strategy's Expected Result/Impact:** Students and families who feel supported Improved social and emotional wellness to increase academic achievement Promote a culture and climate of positive character qualities **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Information will be sent home to parents at the beginning of each semester by the counselor in regards to the B-Safe reporting APP as well as information will be sent home in regards to counseling services that the school counselor does and can provide. **Strategy's Expected Result/Impact:** Informed parents **Staff Responsible for Monitoring:** Counselor, Front Office Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12: Parents will be kept informed of anything CKH, PBIS, Essential 8. Information will be sent home weekly via the campus newsletter about these programs/ activities resulting in parents being able to discuss with their children. In addition, parents will be kept up to date via teh campus website and the campus social media page. Parents, students and staff will be surveyed about PBIS, CKH, and Essential 8. **Strategy's Expected Result/Impact:** Keeping Parents informed **Staff Responsible for Monitoring:** All Jones Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Engage students, families, staff and the community to maximize every student's potential.

Performance Objective 1: Build spirit, pride, commitment, dedication, loyalty, and ownership within the student body, the staff, and the school families. Build positive relationships between the school and the families.

Evaluation Data Sources: Attendance at school events, Parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All parents will be invited to attend a minimum of one parent teacher conference during the school year. Students grades in all content areas, reading level, behavior and attendance will be discussed. At this meeting the teacher, the parent, and the child will sign the home/school compact. Teachers and parents can request a conference at any time. All parents should be informed if their child is failing in any area. Ideas of how the parent can support the child at home should be discussed. A parent teacher conference day is scheduled in September of 2023. **Strategy's Expected Result/Impact:** Increased parental involvement **Staff Responsible for Monitoring:** Teachers, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus				472

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All Jones parents will be invited to attend parent meetings, school activities to include Meet the Teacher, Open Houses, Orientations, Title I meeting, Reading, Math, and Science Nights, Read by Third meetings, Transition Meetings--PK to K and 4th to 5th. etc. Parents will receive accountability information, Title I requirements, Title I Family Engagement Activities, Classroom and School-wide Expectations, Parent involvement policy (campus and district), Campus improvement plan (if requested), home/school compact. Nutritional snacks will be provided. **Strategy's Expected Result/Impact:** Increased parental involvement **Staff Responsible for Monitoring:** All Jones Staff **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Resources for parental involvement--snacks, books etc. - Title I, A - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: A team of parents will be asked to be part of a parent leadership team. They will be asked to give input on the home school compact, the family involvement policy, and the campus improvement plan. They will also be asked to give input on ways they feel will improve the school. They will also be asked to share what resources they need to be able to help their children at home. All parents will receive a copy of the home school compact after completing it at the parent/ teacher conference. Parents will receive a copy of the family involvement policy once finalized for 2023-2024. The Campus improvement policy will be posted on the campus website and will be available to the parents upon request. The Campus Improvement plan will also be available upon request. **Strategy's Expected Result/Impact:** Increased input and involvement of parents **Staff Responsible for Monitoring:** Administrators **Title I:** 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Resources for parental involvement--snacks, books etc. - Title I, A - $1,927				473

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All communication sent to parents (to include home school compact, family engagement policy, newsletters, invitations, ParentLinks, permission letters etc.) will be in the language of the family. **Strategy's Expected Result/Impact:** Increased parental involvement and parents being informed in their native language **Staff Responsible for Monitoring:** Teachers, Counselor, ICs, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: All Jones parents will be informed of their's child's progress throughout the school year--grades and BOY, MOY, and EOY MAP. Parents will be provided information about HAC (Home Access Center to access grades) and reports will be sent home 3 times per year with MAP results. RTI (Response to Intervention) meetings to include a parent will be held for struggling students to identify interventions, accommodations and/or request dyslexia/special education testing for the struggling student. **Strategy's Expected Result/Impact:** Improved communication between school and home in regards to student academic progress. **Staff Responsible for Monitoring:** Teachers, ICs, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				474

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Jones parents can come to Jones and check out library books in the Jones library. Parents can request academic resources from the campus to be able to assist and support their children at home with homework etc. **Strategy's Expected Result/Impact:** Support parents with academic resources **Staff Responsible for Monitoring:** Library Assistants, Teachers, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: All Jones Parents will be invited to any sessions, which include Read by 3rd sessions, that will train them on ways that they can help their children at home--reading, writing, etc. These meetings will be offered on different days of the week and at different times (during the school day, after school, on Saturdays). Topics will be based on a parent input survey that will be provided at Meet the Teacher Night and Open House. Presenters could be teachers, administrators, Texas A&M staff, counselor, Instructional coaches, district staff, community members etc. **Strategy's Expected Result/Impact:** Well-supported parents equipped to support their children at home (academically). **Staff Responsible for Monitoring:** All Jones staff **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - ESSER - $11,200				475

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Jones parents will be kept informed about Capturing Kids Hearts, PBIS/Safe and Civil Schools, Essential 8, the B-Safe App, and School Counseling opportunities etc. This information will be sent via newsletters, Parent link, website, Facebook, text, Remind etc. **Strategy's Expected Result/Impact:** Wee-informed Parents **Staff Responsible for Monitoring:** All Jones Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: The attendance committee which will consist of all grade level leaders will develop a system of rewards and incentives(i.e. - movie & popcorn parties for six weeks perfect attendance and a pool party for entire year perfect attendance) to motivate students and parents to ensure students are in school a minimum of 90% of the time. Attendance will				

be systematically monitored. Daily attendance reports will be shared with staff and discussed at monthly faculty meetings to increase staff awareness of attendance. Attendance will be monitored at DVT meetings and results shared with the truancy coordinator.

Strategy's Expected Result/Impact: Increase in student attendance

Staff Responsible for Monitoring: Assistant Principal, Academic Student Specialist

Funding Sources: - Local Funds - Campus

No Progress



Accomplished


Continue/Modify


Discontinue

476

Goal 4: Maintain a high-quality workforce to maintain student success.

Performance Objective 1: Retain 85% of teachers and other certified staff each year by providing quality professional development with instructional assistance from instructional coaches, the C & I department, as well as mentoring through the Jones Mentor Program by May 2024.

Evaluation Data Sources: Number of resignations, quality & quantity of mentoring meetings, agendas and sign in sheets, and year end evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All staff will be provided beginning of the year training to include the staff handbook, Positive behavior supports for students, CKH, Lesson planning, classroom expectations--word wall, social contract, special ed accommodations for students, 504 accommodations for students, Grading Guidelines, etc. All instructional assistants will be provided training on Time Clock Manager, Phone Usage, Professionalism, School attire, how to support students, morning, lunch and after school duties etc. **Strategy's Expected Result/Impact:** BOY Expectations Communicate effectively with staff --school expectations **Staff Responsible for Monitoring:** ICs, Counselor, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				477

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All staff to include instructional assistants, teachers, instructional coaches, counselor, and administrators will be provided job specific professional development to include RTI Training, state testing, accommodations/designated supports, supplemental aids, manipulatives, special ed, 504, LPAC, classroom management, AVID, Safe and Civil Schools Foundations, Capturing Kids Hearts and CHAMPS training, content specific training, safety and other topics where training is needed. All staff will be provided school safety training continuously throughout the year. This will include drills, updates to any safety protocols, how to educate children on school safety, and what can be provided to parents in regards to school safety. **Strategy's Expected Result/Impact:** Well trained and supported staff, Safe, positive school environment for all students and staff **Staff Responsible for Monitoring:** ICs and administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Professional development resources - ESSER - $10,000, - Title I, A - $20,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will receive stipends if eligible (Bilingual , Life skills, ESL) for hard to fill positions to promote retention rates of teachers. **Strategy's Expected Result/Impact:** Retain highly qualified staff and increase retention rates **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All campus staff will be evaluated annually. All teachers will be evaluated using the T-TESS Rubric and Evaluation document. Teachers will have walk throughs, a formal observation and a summative evaluation. Staff will be provided feedback in regards to performance (walk throughs, observation and summative). Instructional assistants and paraprofessionals will be evaluated using a district evaluation document. Input from teachers will be received and used in the evaluation. The Teacher Incentive Allotment (TIA) will be implemented to promote teacher retention through financial rewards and recognition for high quality teaching which will be measured through T-TESS and student growth measures. **Strategy's Expected Result/Impact:** Well-Supported staff **Staff Responsible for Monitoring:** ICs and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: All teachers and instructional staff will be encouraged to attend trainings, webinars, conferences, book and article studies, etc. in an effort to continue learning and strengthening teaching skills. Teachers and instructional assistants will be encouraged to pursue degrees and gain additional credentials. **Strategy's Expected Result/Impact:** Well-supported and trained staff **Staff Responsible for Monitoring:** ICs and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Title II, A - $2,500				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Campus mentor coordinators will be trained by the district Coordinator and then will support new teachers on the campus. Campus mentor coordinators will lead new teachers and mentor/mentee meetings and trainings in an effort to train support and retain our Jones teachers. Throughout the year new teachers will be provided training and guidance on everything new teachers need in their first year. All new teachers will also be provided a mentor. **Strategy's Expected Result/Impact:** Retain our Teachers **Staff Responsible for Monitoring:** Mentor Coordinators, ICs, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus				479

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Academic support specialist will support students, instruction, teachers and staff at the campus--assessment, attendance and truancy, teacher observations, feedback. etc. Academic feedback will be provided to teachers. Trainings will be provided so teachers are well informed and supported. **Strategy's Expected Result/Impact:** Well supported teachers **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Salary - Title I, A - $59,174, salary - State Comp - $30,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Our staff will take time to celebrate the successes of staff throughout the school year. We will do this through shout outs, notes, gatherings, morning announcements, Facebook posts etc. **Strategy's Expected Result/Impact:** Well-supported staff				

Staff Responsible for Monitoring: ICs and Administrators

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning
Funding Sources: - Local Funds - Campus

 No Progress  Accomplished  Continue/Modify  Discontinue

480

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 1: Overall, 40% of Jones students will meet or master in reading and math on the STAAR assessment through aligned tier 1 instruction and targeted tier 2 interventions by May 2024.

Evaluation Data Sources: DBAs, Benchmarks, MAP, STAAR, CIRCLE, JILT Meeting attendance, Progress Monitoring Meeting attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Student grades will be monitored at progress reports and report cards in an effort to intervene early so students and parents are aware and students intervened with early. Students who fail a content area 2 six weeks in a row must complete a contract with the content area teacher --agreements on what each promise to do to get the student to pass the content area. Mastery checks, DBAs, benchmarks, MAP testing, and teacher made tests, projects, and assignments will also be used to monitor student progress. **Strategy's Expected Result/Impact:** Academically successful students **Staff Responsible for Monitoring:** Classroom teachers, ICs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				481

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: MTSS Meetings will be held for students who are struggling academically, behaviorally, socially, or has a medical condition. The MTSS Committee will make recommendations in regards to interventions, accommodations, supplemental aids, counseling services, etc. All information is documented through Branching Minds. Intervention data is also stored in Branching Minds. Follow up meetings are scheduled to follow up on student progress. **Strategy's Expected Result/Impact:** Academically successful students **Staff Responsible for Monitoring:** Teachers, ICs, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: School data to include attendance, discipline and academic will be monitored closely monthly in an effort to make changes, add supports, incentives etc. to improve data in these areas. Teachers will be provided updates on this data monthly. **Strategy's Expected Result/Impact:** Improved data in attendance, discipline, academics **Staff Responsible for Monitoring:** Teachers, ICs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All students in grades PK to 4 will have the opportunity to read independently daily for pleasure in an effort to promote a love of reading. Teachers will develop a system of initiatives to promote literacy to include AR incentives, hold reading conferences to discuss each student's book, read alouds to model good reading, reading nights, book character days, author visits, and a Bluebonnet Book Club. **Strategy's Expected Result/Impact:** Building that love of reading in children, building fluency and comprehension and vocabulary, increas academic achievement **Staff Responsible for Monitoring:** Classroom teachers, Reading IC, library assistant, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus, - ESSER - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will set goals with students individually on AR, DBA, Benchmarks, MAP, Imagine Math and STAAR with a focus on Meets and Mastered levels of mastery. **Strategy's Expected Result/Impact:** Increase academic achievement **Staff Responsible for Monitoring:** Instructional Leadership Team				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Instructional technology will be integrated into the curriculum via classroom PD and included in planning PLC. Updated or current technology will be available to strengthen the academic program, increase the amount of quality learning time and provide an enriched curriculum including activities to provide a well-rounded education. **Strategy's Expected Result/Impact:** Increase student academic achievement **Staff Responsible for Monitoring:** Instructional Leadership Team **Funding Sources:** - Title I, A - $9,283				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Teachers will provide enriched instruction for gifted and high achieving students. Gifted students will receive enriched instruction through a pullout program with a GT coach. Projects will be displayed at Family Reading/Math Nights and the district showcase. New teachers will participate in the 30 hour GT training required by TEA. **Strategy's Expected Result/Impact:** Increase in meets and masters levels on STAAR **Staff Responsible for Monitoring:** GT Coach				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: The instructional leadership team will participate in weekly planning PLC meetings and provide feedback on the implementation of best practices that can be implemented in the classroom. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Instructional Leadership Team				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Begin the implementation of the AVID program in an effort to foster a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms. A team of teachers will attend a summer conference, develop an implementation plan, then return to the campus and train all staff. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** AVID Implementation team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** - ESSER - $10,000, - Title I, A - $20,000				

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

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 2: The Jones Instructional Leadership Team (JILT) which includes instructional coaches, counselor and administrators, will collaborate and communicate regularly, using instructional data to make instructional decisions resulting in increased academic achievement in every classroom.

Evaluation Data Sources: JILT Meeting attendance, PLC Meeting attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The Jones Leadership Team will: 1. look at data to include attendance, discipline and academic before meeting with teachers and then making instructional decisions collaboratively, resulting in increased student achievement for students. 2. The Campus Assessment Coordinator and the campus LPAC administrator will support campus staff through training, looking at data, making accommodation /designated support and supplemental aid decisions. 3. Campus administrators will attend and participate in lesson planning sessions, PLCs, and Progress monitoring sessions with teachers and instructional coaches. This data will be used to make instructional decisions. Campus admin will do walk throughs and provide feedback to teachers in an effort to have the best instruction in classrooms. 4. Develop their skillset by attending all district provided trainings along with outside organization conferences such as TEPSA. **Strategy's Expected Result/Impact:** Improved academic support and academic achievement. Improved attendance and discipline. **Staff Responsible for Monitoring:** Classroom teachers, ICs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Title I, A - $20,000				484

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The Jones Leadership Team will work together to make the safety of every Jones student and staff the number 1 priority. This will be done by following safety protocols at the campus, monitoring of the campus, trainings, discussions, drills, updates etc.				

Strategy's Expected Result/Impact: A safe school environment
Staff Responsible for Monitoring: ICs, Counselor, Administrators

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Funding Sources: - Local Funds - Campus

 No Progress  Accomplished  Continue/Modify  Discontinue

485

State Compensatory

Budget for Jones Elementary

Total SCE Funds: $120,390.00
Total FTEs Funded by SCE: 0.33
Brief Description of SCE Services and/or Programs

State Comp funds will partially fund our academic support specialist--$30,000. It will fund our supplemental tutoring positions--$50,000. SCE funds will support the purchase of the Accelerated Reader program for all Jones students and RAZ Kids and Reading A-Z programs for grades PK-2. The SCE funs will help support the purchase of technology--$5,390 and instructional math, reading, writing and science resources--$20,000. It will also support PD opportunities to include CKH.

Personnel for Jones Elementary

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Name	Position	FTE
Courtney Piatt	Academic Student Support Specialist	0.33

Title I Personnel

Name	Position	Program	FTE
Courtney Piatt	Academic Student Support Specialist	Title I	.66

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Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3	Staff development materials		$5,000.00
1	1	8			$0.00
2	1	1			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6	Character Tags and necklaces		$0.00
2	1	7			$0.00
2	1	8			$0.00
2	1	9			$0.00
2	1	10			$0.00
2	1	11			$0.00
2	1	12			$0.00
3	1	1			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	6			$0.00
3	1	8			$0.00
3	1	9			$0.00
4	1	1			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	1	6			$0.00
4	1	8			$0.00
5	1	1			$0.00
5	1	2			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	3			$0.00
5	1	4			$0.00
5	2	2			$0.00
				Sub-Total	$5,000.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3	Instructional Resources		$10,362.00
1	1	4	Academic Student Spclst		$30,000.00
1	1	7			$0.00
4	1	7	salary		$30,000.00
				Sub-Total	$70,362.00

Title II, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	5			$2,500.00
				Sub-Total	$2,500.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3	Technology		$9,283.00
1	1	3	Instructional Resources, Raz Kids, Reading A-Z, AR, CKH Premium, etc.		$12,000.00
1	1	4	Academic Student Spclst		$59,174.00
1	1	5	Prof tutors		$50,000.00
1	1	7			$0.00
2	1	2	CKH Premium		$20,000.00
3	1	2	Resources for parental involvement--snacks, books etc.		$1,000.00
3	1	3	Resources for parental involvement--snacks, books etc.		$1,927.00
4	1	2			$20,000.00
4	1	7	Salary		$59,174.00
5	1	6			$9,283.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	9			$20,000.00
5	2	1			$20,000.00
				Sub-Total	$281,841.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Instructional Resources, Raz Kids, Reading A-Z, AR, CKH Premium, etc.		$30,072.00
1	1	5	Prof tutors		$13,000.00
2	1	2	CKH Initial Training		$5,000.00
3	1	7			$11,200.00
4	1	2	Professional development resources		$10,000.00
5	1	4			$5,000.00
5	1	9			$10,000.00
				Sub-Total	$84,272.00

Bryan Independent School District

Kemp/Carver Elementary

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The KC CNA committee met 3 times this year to review data, determine our strengths/weaknesses, identify our needs for next year and determine a plan of action for how we will get there. Dates for meetings were: June 5, June 12 and June 22. The KC CNA committee consisted of teachers representing all levels, parents, community partners, paraprofessionals, SPED staff, support staff and administrators. All data reviewed for the CNA guided the development of our Campus Improvement Plan for the 2023-2024 school year.

All of the preliminary data that we have received for STAAR has not been positive. Although this was a new test with new types of questions we have never seen before, our kids were not adequately prepared and we did not make the growth we have seen in the past. According to accountability predictions, we will go from a B to a D this year, which is heartbreaking. Even with the lowing passing standards, we only had 75% or our 3rd graders Approach in Math, 65% Approach for 4th Math, 60% Approach for 3rd reading and 63% Approach for 4th Reading. Our % of Meets for 4th Math and 4th Reading were less than 35%, which is not where it should be. Our Masters %'s were low across the board with 11% for 3rd Math, 16% for 4th Math, 12% for 3rd Reading and only 6% for 3rd Reading. We have a lot of growth to make this school year. Although this is our 2nd year for MAP, we still feel don't feel like we have a good understanding of the assessment, how to interpret the data, and how to use that data to help guide our instruction. We hope year 3 will bring us clarity and better understanding in that area. We saw the smallest amount of growth in our K-2 students on MAP from BOY to EOY. We will continue to put a focus on strengthening our foundation in reading K-2 by implementing Reading Horizons this year to ensure our students are receiving strong, daily instruction in the area of phonics. Data shows that our students who received interventions this year made good growth. We will continue to focus on having good tutors to help close the gaps our students have.

Attendance continues to be a struggle, specifically in PreK, ECSE and our SAILS classrooms. We are committed to working together with parents to ensure students come to school each and every day.

Student discipline continues to be an area of concern, especially with our African American males. We know that we have to build trust and relationships before we can get to the academics. We will continue with the implementation of Foundations again this year, with a focus on Essential 8 and developing social skills in our Cubs.

We are excited about getting back to having regular Parent Involvement events at KC. We need to focus on teaching our parents how to better support their children at home and keeping them actively engaged in the learning of their children. We will work with our Parent Engagement committee to determine how we can get our parents in our building more frequently and how we can better meet their needs.

Historical data shows that our students are more than capable of learning if high expectations are set. Although our data was far from what we know our students are capable of, we are confident that we will close those learning gaps and increase student achievement. We will provide our teachers with PD needed to help all students succeed. (Title 1, Element 1)

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Demographics

Demographics Summary

	2019-2020	2020-2021	2021-2022	2022-2023
Total	585	536	508	525
Hispanic	62%	64%	66%	64%
AA	28%	27%	23%	25%
Two or more races	2%	1.31%	2.25%	2.5%
White	8%	7%	8.25%	7.66%
American Indian	0%	.56%	.5%	.53%
At-Risk	71%	81%	83%	75%
ED	94.12%	92.72%	94%	92%
EB	36.2%	40%	43%	41%
SPED	21%	20.15%	23%	24%
GT	4.3%	3.36%	7.24%	5.36%
Homeless	5.1%	3%	1%	3.17%

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Kemp-Carver is a Title I campus with 525 students. Our campus is extremely diverse, with 64% of our population being hispanic, 25% African American, 8% white, and 3% other. 92% of our students are Economically Disadvantaged. We have a large EL population with 41% of our students being native Spanish speakers. Our large population of special education students and programs is what makes KC unique and makes

us stand out from others. We currently have 6 self contained programs with 24% of our population being identified as having a special need. We will be adding on the BEST program this year, as well as adding on another 4 year old ECSE classroom.

Attendance continues to be a struggle on our campus. There are many different reasons for this. Because we are a campus with a high special needs population, many of our students have medical conditions that cause them to miss school frequently. ECSE, PreK, kinder and 1st grade had the lowest overall attendance rates across the campus. Many of our parents don't understand the impact attendance has on a child's education. Although we have put systems in place to ensure parents understand the law, policies and procedures for attendance, we continue to have parents who don't see the importance of coming to school each day. Mrs. Lopez, one of our Assistant Principals, has done a great job of holding parents accountable by doing home visits and putting attendance contracts in place. Communication and consistency are key when it comes to holding parents accountable for bringing their child to school each day. This will be a huge focus for us in the 23-24 school year.

Discipline with our African American males continues to be a struggle on our campus. Although the African American population on our campus is only 25% percent, they make up 88% of our overall campus discipline referrals. This will continue to be a huge focus for the 23-24 school year.

Demographics Strengths

1. Our students at KC are very accepting of differences among the student populations.
2. KC staff knows our population.
3. Kemp-Carver teachers love all students are willing to do whatever it takes to help them be successful.
4. We have many special programs: Bilingual, special education and GT

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 25% of our population is African American, however this population of students accounts for 45 out of 51 (88%) of the campus referrals processed during the 2022-2023 school year. **Root Cause:** KC teachers lack the knowledge and skills to meet the needs of our African American population.

Problem Statement 2: Our campus attendance rate for the 2022-2023 school year was 94.03%. **Root Cause:** Continually monitoring and implementing attendance procedures is difficult when harsher consequences can't be given.

Student Learning

Student Learning Summary

This has been a difficult year for us academically. With the implementation of the new RLA STAAR Redesign, we struggled with adequately preparing our students for the new format of the test. Questions types and the rubrics were introduced late in the game, so we didn't have a good understanding of how to best prepare them. We have a history of our 4th graders showing a ton of progress from 3rd to 4th, and that just wasn't the case this year. Our students struggled tremendously with the ECR, which was 10 points of the test.

Our staff does a great job of teaching in small groups. This helps them better meet the needs of individual students and provides them the opportunity to identify student strengths and weaknesses. Our instructional coaches meet frequently with teachers to analyze data and plan engaging, aligned lessons. Manipulatives are used to provide students a way of taking their learning from the concrete level to the abstract level. Teachers are doing a better job of doing goal setting with their students and using this as a way of helping students learn how to track their own data.

498

According to project accountability information, we are predicting that our Accountability score will drop from a B to an D. Although this was a new test with new types of questions we have never seen before, our kids were not adequately prepared and we did not make the growth we have seen in the past. Even with the lowing passing standards, we only had 75% or our 3rd graders Approach in Math, 65% Approach for 4th Math, 60% Approach for 3rd reading and 63% Approach for 4th Reading. Our % of Meets for 4th Math and 4th Reading were less than 35%, which is not where it should be. Our Masters %'s were low across the board with 11% for 3rd Math, 16% for 4th Math, 12% for 3rd Reading and only 6% for 3rd Reading. We have a lot of growth to make this school year. Although this is our 2nd year for MAP, we still feel don't feel like we have a good understanding of the assessment, how to interpret the data, and how to use that data to help guide our instruction. We hope year 3 will bring us clarity and better understanding in that area. We saw the smallest amount of growth in our K-2 students on MAP from BOY to EOY. We will continue to put a focus on strengthening our foundation in reading K-2 by implementing Reading Horizons this year to ensure our students are receiving strong, daily instruction in the area of phonics.

Reading continues to be a major focus for Kemp-Carver. Although we are continuing with daily Guided Reading and we have implemented daily Heggerty lessons for phonics K-2, the data continues to show that our students are not reading on level at the end of the year and we have issues with our foundational skills in reading. On average, only 39% of K-2 students met their projected growth for MAP in reading. Kindergarten and 1st grade students showed the lowest growth with only 36.5% of students meeting their projected growth. We are sending kids to the next grade level when they are not prepared, which makes their gaps even bigger by the time they get to 3rd grade and are expected to take/pass an on-level STAAR test. We are excited about our 2nd year of implementation of Reading Horizons K-3rd grade this year and the impact it will have on phonics instruction with our students.

We implemented SummitK12 this year to help prepare our students for the online TELPAS test. Because we didn't really get started using it until January, we feel like it didn't make as much of an impact as it could have. We will continue with year 2 of implementation this year and will hopefully see growth in our TELPAS scores next year.

Because of the population of students we serve at Kemp-Carver, our students are lacking with real life experiences even before they start school. We are excited about using ESSER funds this year to be able to provide life experiences on field trips. The more students get to experience, the better they are able to make connections to new learning.

Student Learning Strengths

1. Everyone is willing to work together to do what is best for kids.
2. All students count!
3. Students made good growth in the area of science .
4. Staff is willing to stay and provide after school tutorials in a smaller setting.

Problem Statements Identifying Student Learning Needs

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Problem Statement 1: Students in Kinder-4th grade are struggling with writing and the writing process. **Root Cause:** Students are not receiving a strong foundation in reading so gaps are continuing to grow which causes less time for writing instruction.

Problem Statement 2: Based on preliminary STAAR data, our accountability score would be an F. **Root Cause:** Teachers lack the understanding and knowledge needed to differentiate their instruction effectively.

School Processes & Programs

School Processes & Programs Summary

At Kemp-Carver, all of our teachers implement and teach the Bryan ISD Curriculum. We consistently analyze data to plan and guide our needs-based instruction. Although grade levels plan collaboratively, we need to do some restructuring to ensure this time is maximized and being used effectively to best meet the needs of our students. Small group instruction is happening daily, but we need to put more of a focus on ensuring the instruction is targeted, rigorous and aligned to SE's.

Title 1, SCE and ESSER funds are used to purchase resources technology, resources and programs that will help increase student achievement. More technology will be purchased this year to ensure we are keeping our technology/student ratio low. Many of the programs we use require students to be engaged on the computer, so we strive to keep our technology inventory up to date. Students use technology on a daily basis during workstations and intervention time, as well as for STAAR and TELPAS testing. Students use technology on a daily basis during workstations and intervention time to complement and reinforce instruction. 500

Our school day at Kemp-Carver begins at 7:35 AM and ends at 3:10 PM. The master schedule has been designed to provide common planning teams for all teams.

Currently we have 7 part time tutors, one full time tutor and an Instructional Specialist who are funded through Title 1, SCE and ESSER funds to provide interventions to fill learning gaps in our students K-4.

School Processes & Programs Strengths

1. We have wonderful interventionists/tutors who are helping to bridge the learning gaps in our students.
2. Master schedule created to maximize instructional time.
3. Small group instruction happens daily in all classrooms.
4. We have a plethora of resources, technology and online learning programs.
5. Implementation of Reading Screeners in K/1 allows us to catch problems earlier.

6. Implementation of Robotics and Chess this year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus wide there is inconsistency in the purposeful, targeted, and specific planning of quality Tier 1 instruction. **Root Cause:** Planning has not been made a priority on campus and expectations haven't been explicitly communicated.

Problem Statement 2: 2nd-4th grade students struggled with keyboarding skills necessary for TELPAS and STAAR. **Root Cause:** Not all students have access to a computer and therefore haven't been explicitly taught proper keyboarding skills.

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Perceptions

Perceptions Summary

Our school and our community has been through several transformations in the past 60 years. Kemp was the Black High School during segregation, so there are very close ties with the community and a lot of history within our building. Through district realignment, Kemp has been a 6th grade campus, a PreK-5th grade campus and now a PreK-4th grade campus.

Kemp has not always had a positive reputation within the community due to low achieving scores, but we have worked extremely hard over the past 20 years to change this perception. We have worked hard to establish strong, positive partnerships with families and our community. Although family engagement is not where we would like it to be, we work hard to get families involved in events and activities. We will focus on Family Engagement as a campus this year and will work collaboratively with each other to determine how to get more of our parents involved on a daily basis.

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We have established a wonderful partnership with Declaration Church and Christ's Way Church. They are wonderful mentors to our students and spend countless hours blessing our staff with snacks and goodies. Declaration implemented Kemp PALS (mentoring program) several years ago and will continue with it during the 23-24 school year. This has been a wonderful opportunity for community members to engage on a personal level with our students.

This year we transitioned from PBIS to Foundations, which included daily social skills instruction with Essential Eight included. We will continue to focus on and improve our systems that are in place and explicitly teach routines and procedures to ensure students know what is expected of them. We will continue using Class Dojo as a way of communicating with our families on a daily basis and for rewarding our students for positive behavior. Class Dojo translates all messages so that we are able to communicate effectively with all of our parents. Students earn points through Dojo for positive behavior and then are able to use those points to get prizes from the Dojo Store.

Perceptions Strengths

1. We have established wonderful partnerships with Declaration Church and Christ's Way Church.
2. KC is a place where kids feel loved and accepted.
3. We are continuing to focus on putting procedures in place that will allow for student success throughout the school day.
4. Good community support and communication with organizations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only a small percentage of parents are engaged, visible, and feel like they are partners in their child's education. **Root Cause:** KC staff is being reactive rather than proactive.

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Priority Problem Statements

504

Goals

Revised/Approved: June 22, 2023

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students reach their maximum potential

Performance Objective 1: By the end of the 2023-2024 school year, at least 55% of KC students in grades K-4 will show at least one year's growth on MAP in the area of reading and math.

Evaluation Data Sources: MAP data

505

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure that all GT/HA students are placed in GT/HA clustered classrooms and provided some instruction with their peer group through differentiated instruction that will enrich and accelerate the curriculum. **Strategy's Expected Result/Impact:** Lesson plans Progress monitoring **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Instructional Coaches will meet with each grade level weekly to guide and assist teachers with the development of lesson plans and to provide on-going professional development based on student/teacher/campus/district needs. **Strategy's Expected Result/Impact:** Increased teacher content knowledge Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's IC's **Funding Sources:** IC PTE - State Comp - $5,050, IC - Title I, A - $72,625				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide the least restrictive educational setting appropriate, especially for reading and math, to meet the students' IEP with an intentional effort to increase the amount of time in the general ed classroom by the use of an In-Class support approach, co-teaching and team teaching. **Strategy's Expected Result/Impact:** Increased student achievement of sped students **Staff Responsible for Monitoring:** Principal/AP's Sped Teachers IC's **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Develop and monitor daily schedules designed to increase the amount and quality of learning time and ensure we are providing a well rounded education. **Strategy's Expected Result/Impact:** Review of daily schedules Master schedule **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide sufficient opportunities for discovery and inquiry based learning, critical thinking, problem solving and student directed service-learning projects to increase relevancy and ensure a path to graduation and post secondary success via: authentic learning experiences, academic games, field trips, "real reading" materials/experiences, hands on learning **Strategy's Expected Result/Impact:** Teacher observation data **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - ESSER - $12,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Campus staff will utilize multiple funding sources to include Title I funds, SCE funds, local budget, ESSER funds, special education and grants to purchase instructional resources, manipulatives, books, technology equipment, consultants and supplemental positions. **Strategy's Expected Result/Impact:** Increased academic performance for all students **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** Library Books - Title I, A - $5,000, Student Computers - Title I, A - $16,308, Student Computers - State Comp - $20,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Quality Tier I instruction will be provided to all students in all classrooms to ensure all students are provided the opportunity to meet state standards. **Strategy's Expected Result/Impact:** Increased student achievement for all students **Staff Responsible for Monitoring:** Principal, Teachers, IC's **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students reach their maximum potential

Performance Objective 2: By May 2024, 100% of teachers will effectively monitor and determine appropriate interventions and enrichment to ensure we are closing the achievement gaps for all students, student growth and school progress.

Evaluation Data Sources: STAAR Data
MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	Jun
Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students. **Strategy's Expected Result/Impact:** Increased student achievement Teacher observation data Lesson plans **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will use mastery checks, concept quizzes, guided reading notes, MAP data and other formative assessments to identify specific academic needs immediately and reteach in a timely manner. **Strategy's Expected Result/Impact:** Increased student achievement Teacher observation data Student progress monitoring Lesson plans **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will conduct goal-setting conferences with each student to discuss goals and strategies to improve student achievement. **Strategy's Expected Result/Impact:** Student achievement data Goal setting binder Teacher observation data **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement RtI effectively. Tier 3 interventions- clear communication between teacher and instructional specialist to better target lessons to student needs. The campus will utilize Reads and Counts, student teachers, 6 tutors and a part time instructional specialist to help with Tier 2 and 3 interventions. Funds will be used from federal, state and local and we will focus on coordinating efforts to maximize the impact of the resources. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's Part time instructional specialist **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will provide timely and effective assistance (before and after school, Thrilling Thursdays) to all student groups (AA, Hispanic, SPED, ELL, ED, 504, Homeless, Migrant) who experience difficulty mastering the state standards using appropriate interventions increasing the academic performance of all students, particularly those at-risk students. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's Instructional Specialist **Title I:** 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Thrilling Thursdays will be implemented for 3rd and 4th graders who are at risk of not meeting state standards on STAAR starting in January to provide intense instruction for students based on individual needs. **Strategy's Expected Result/Impact:** Increased student achievement Progress monitoring **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Title I:** 2.5 **Funding Sources:** Tutors, professional and para - ESSER - $28,000, Tutors - Title I, A - $20,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Utilize research-based materials in tutoring, small group instruction and stations for extended practice to target specific objectives for improvement. **Strategy's Expected Result/Impact:** Increased student achievement Progress monitoring **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's Tutors Instructional specialist **Funding Sources:** Instructional Resources - ESSER - $14,637, Instructional resources - State Comp - $4,261, Instructional resources - Title I, A - $20,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Implement progress monitoring to discuss student data in regards to interventions, student needs, progress and reteaching. **Strategy's Expected Result/Impact:** Progress monitoring Goal setting binders Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's Instructional specialist **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Comprehensive Needs Assessment will be conducted to evaluate student performance with regards to state standards, attendance/discipline data, STAAR results, MAP data, Campus Improvement Plan and parent/staff surveys in order to ensure that needs are met. **Strategy's Expected Result/Impact:** Campus planning Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's CNA team **Funding Sources:** - Local Funds - Campus				

Strategy 10 Details	Reviews			511
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Combine campus funds, Title I, SCE and district funds to reduce disparity in performance on state assessment instruments between students in at-risk situations and students not identified as at-risk. **Strategy's Expected Result/Impact:** Increased Student achievement for all students **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students reach their maximum potential

Performance Objective 3: By the end of the 2024 school year, Kemp-Carver will have at least 46% of students reach "Meets" and 20% of students will reach "Masters" on STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students. **Strategy's Expected Result/Impact:** Student achievement data Goal setting binder Teacher observation data **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus				512

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide interventions using part time Instructional Specialists and tutors in the area of reading, writing and math. Interventions will be determined based on data and will be documented through the RtI process. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's Instructional specialist **Title I:** 2.5 **Funding Sources:** Instructional Specialist - Title I, A - $41,876, Smart Snacks - Title I, A - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Thrilling Thursday will be implemented for 3rd and 4th graders starting in January to provide intense instruction for students based on individual needs. **Strategy's Expected Result/Impact:** Increased student achievement Progress monitoring **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's				

 No Progress  Accomplished  Continue/Modify  Discontinue

513

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students reach their maximum potential

Performance Objective 4: By the end of the 2023-2024 school year, at least 55% of students will meet the expected growth measure of at least one year on EOY Reading MAP testing in K-2 and 65% approaches on 3rd/4th grade STAAR.

Evaluation Data Sources: STAAR data
MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: K-4 teachers will use reading computer programs such as Story Works, Moby Max, Pebble Go, Summit K12 and RAZ Kids to supplement reading instruction. **Strategy's Expected Result/Impact:** Increase reading fluency and reading skills for all students **Staff Responsible for Monitoring:** Principal Teachers ELA IC **Funding Sources:** Instructional resources - State Comp - $8,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Kinder-3rd grade teachers will explicitly teach phonics daily by using Reading Horizons. **Strategy's Expected Result/Impact:** Increased reading level of students **Staff Responsible for Monitoring:** Principal Teachers ELA IC **Funding Sources:** - Local Funds - District				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: ELA teachers in grades K-4 will provide guided reading daily depending on student need. Teachers will collect data through anecdotal notes, running records and guided reading. **Strategy's Expected Result/Impact:** Increased reading levels of students **Staff Responsible for Monitoring:** Principal/AP's Teachers ELA IC **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continued implementation of balanced literacy: guided reading, shared reading, word work, workstations, shared writing and independent writing. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

515

Goal 2: Kemp-Carver will foster a positive culture and climate in order to provide a safe learning environment which supports academic success.

Performance Objective 1: By the end of the 2023-2024 school year, the overall attendance rate of Kemp-Carver Elementary will increase to at least 95%.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Educate parents on attendance requirements and the importance of attendance on academic success, with careful attention to PreK and kinder parents. **Strategy's Expected Result/Impact:** Increase student attendance data **Staff Responsible for Monitoring:** Principal/AP's Attendance Clerk Teachers **Funding Sources:** - Local Funds - Campus				516

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Attendance committee will meet regularly to monitor data and develop plans for students that are at-risk of not meeting attendance criteria. **Strategy's Expected Result/Impact:** Increased student attendance data **Staff Responsible for Monitoring:** Principal/AP's Attendance clerk Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Google form will be completed daily by 8:30 AM by teachers so office staff can make parent phone calls for students who are absent. **Strategy's Expected Result/Impact:** Increased student attendance data **Staff Responsible for Monitoring:** Principal/AP's Attendance clerk Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The PBIS attendance committee will seek input for attendance incentives and celebrations. **Strategy's Expected Result/Impact:** Increased student attendance data **Staff Responsible for Monitoring:** Principal/AP's Attendance clerk Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: File truancy in a timely manner when tardies and/or absences become a concern. **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Principal/AP's Attendance clerk **Funding Sources:** - Local Funds - Campus				

517

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Using fitness assessment data and other indicators recommended by SHAC, ensure that students are reaching required moderate or vigorous physical activity. **Strategy's Expected Result/Impact:** Fitness assessment data plan for activity **Staff Responsible for Monitoring:** PE teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Kemp-Carver will foster a positive culture and climate in order to provide a safe learning environment which supports academic success.

Performance Objective 2: By the end of the 2023-2024 school year, the African American population will account for less than 65% of all discipline referrals.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Staff will use Class Dojo as a positive behavior intervention and use the Dojo store for students to spend their Dojo points. **Strategy's Expected Result/Impact:** Discipline data Increased student achievement **Staff Responsible for Monitoring:** PBIS team Classroom teachers **Funding Sources:** - Local Funds - Campus				518

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will teach Foundations and Essential 8 lessons 5 days per week. **Strategy's Expected Result/Impact:** Discipline data Increased student achievement **Staff Responsible for Monitoring:** PBIS team Classroom teachers **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The Foundations team will meet this summer to create a continued implementation plan for the 2023-2024 school year at Kemp-Carver. This action plan will include changes that need to be made in order to best meet the needs of our students and teachers. **Strategy's Expected Result/Impact:** Discipline data Increased student achievement **Staff Responsible for Monitoring:** PBIS team Classroom teachers **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide training and resources to all staff to address how to meet social and emotional needs of economically disadvantaged student and address violence prevention and interventions to include: Ruby Payne, de-escalation techniques, CHAMPS, CKH, PBIS **Strategy's Expected Result/Impact:** Discipline data Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Counselor PBIS team **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: KC Foundations team will train the staff on school wide expectations. Student expectations for classroom, hallway, restroom, cafeteria and playground will be taught during beginning of the year staff development days. **Strategy's Expected Result/Impact:** Discipline data Increased student achievement **Staff Responsible for Monitoring:** PBIS team Classroom teachers Counselor **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: PAW Patrol team will meet monthly to analyze data, report on progress/needs. **Strategy's Expected Result/Impact:** Discipline data **Staff Responsible for Monitoring:** PBIS team **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Utilize Round table/RtI/ARD team to develop a plan for students with on-going behavioral concerns. **Strategy's Expected Result/Impact:** Discipline data Increased student achievement **Staff Responsible for Monitoring:** PBIS team Classroom teachers Counselor **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: The counselor will provide monthly guidance lessons addressing bullying, conflict resolution, violence and drug prevention and character development. **Strategy's Expected Result/Impact:** Discipline data **Staff Responsible for Monitoring:** Principal/AP's Counselor **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Provide student groups led by the counselor with a focus on specific needs identified by the staff, counselor, parents, etc... Specific needs may include homeless, suicide prevention/intervention, or dyslexia treatment programs, pregnancy related services and migrant students. **Strategy's Expected Result/Impact:** Discipline data **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funds - Campus				

520

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Kemp-Carver will foster a positive culture and climate in order to provide a safe learning environment which supports academic success.

Performance Objective 3: Support the district/campus recruitment plan to ensure hiring of high-quality individuals for Kemp-Carver Elementary with a focus on providing instructional supports and professional development.

Evaluation Data Sources: Teacher observation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Kemp-Carver will retain effective teachers through: Mentoring program for new teachers, instructional support for all teachers, monthly recognition and celebration for staff, teacher participation in collaborative and professional activities, teacher input in campus decision-making. **Strategy's Expected Result/Impact:** Increased teacher knowledge Teacher observation data Increase number of recruited teachers **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				521

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus based teacher mentoring program will continue for the 2023-2024 school year. This program will focus on new teachers to the profession. Program will be led by a group of trained campus teachers and mentors. **Strategy's Expected Result/Impact:** Increased teacher knowledge Teacher observation data **Staff Responsible for Monitoring:** Principal IC's Mentor teachers **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers and paraprofessionals will attend data-driven professional development facilitated by instructional coaches as well as registration and travel for teachers, focused on meeting the specific needs of students and teachers increasing the academic performance of all students including those identified as at-risk. **Strategy's Expected Result/Impact:** Increased teacher content knowledge **Staff Responsible for Monitoring:** District technology person **Title I:** 2.4 **Funding Sources:** Registration and travel - Title I, A - $1,000				

Strategy 4 Details	Reviews			
Strategy 4: Seek to diversify the teaching body to reflect the student body to ensure that low income and minority students are taught by Highly Qualified teachers from diverse ethnic groups and cultural backgrounds.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Diverse staff **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
Strategy 5: Analyze data from all teacher's certifications, testing, staff development and service records to ensure that all meet highly qualified status, including the assurance that all paraprofessionals are highly qualified.	Formative			Summative
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal **Funding Sources:** - Local Funds - Campus				522

Strategy 6 Details	Reviews			
Strategy 6: All teachers will be provided training on updated curriculum guidelines, quality engagement, higher level questioning, academic vocabulary and lesson planning.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Teacher planning and preparation is key to student success **Staff Responsible for Monitoring:** Principal IC's **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
Strategy 7: Kemp-Carver teachers will be provided training on using accommodations, designated supports, supplemental aids and manipulatives during instruction.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Student supports will be in place early in the year for all students who need them. **Staff Responsible for Monitoring:** Principal IC's Special Education teachers **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Language Arts teachers will be provided ongoing training on best practices when teaching reading and writing. This will include guided reading and writing and modeling good reading and writing skills. Guided reading will be modeled for K-4 reading teachers. **Strategy's Expected Result/Impact:** Sign-in sheet, agenda **Staff Responsible for Monitoring:** IC's **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Work with HR to ensure that ALL teachers meet the NCLB HQ teacher requirements. If it becomes necessary for a non-HQ teacher to be placed in a core content classroom, the campus will support the district's Human Resource Dept. in the following ways: Aggressively recruit HQ teachers by participating in district career fairs, expand partnerships with universities by hosting student teachers, develop a "Grow Your Own" program to increase the number of local high school graduates who may enter the education profession, and support the district as a strategic compensation system is developed to ensure the recruitment and retention of HQ teachers. **Strategy's Expected Result/Impact:** Participation in district led recruitment activities. **Staff Responsible for Monitoring:** Principal				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Professional development provided to train teachers on differentiated instructional strategies implemented to address the needs of a range of learner to include Special Education students in the classroom in order to increase the quality of learning time. PD provided through PLC, faculty meeting and district meetings. **Strategy's Expected Result/Impact:** Increased student achievement for special education students Teacher observation data **Staff Responsible for Monitoring:** Principal/AP's Special education teachers Special Education IC's **Funding Sources:** PD Travel - Local Funds - Campus				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Kemp-Carver will engage students, families, staff and the community to maximize every student's potential.

Performance Objective 1: Establish and expand initiatives that promote effective community relations and meaningful two-way communications with all stakeholders.

Evaluation Data Sources: Documentation of media postings, communication logs, minutes from meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Use a variety of methods to communicate through weekly newsletters, Class Dojo, daily announcements, emails, Facebook, Twitter, and Parent Link calls. Home/School communication should be in the home's native language. **Strategy's Expected Result/Impact:** Newsletters, website, event sign-in sheets/agenda, Parent link logs **Staff Responsible for Monitoring:** Principal Teachers Secretary Counselor **Funding Sources:** - Local Funds - Campus				524

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Kemp will provide two Annual Title I meetings Open House/Family Event will be held in September, one during the day/one in the evening, to explain Kemp-Carver's Title I, Part A participation, our state curriculum, academic assessments and the proficiency levels students are expected to achieve as well as ways to partner with the school to include academic achievement. Kemp will reduce barriers to participation by providing snacks, meetings at different dates/times, and child care. **Strategy's Expected Result/Impact:** Sign-in, agenda, meeting minutes **Staff Responsible for Monitoring:** Principal Teachers **Title I:** 4.2 **Funding Sources:** Meeting Materials - Title I, A - $1,480, Smart Snacks - Title I, A - $100				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Parent conferences for all students will occur a minimum of 2 times per year. Parent contact logs will be filed to document all conferences. **Strategy's Expected Result/Impact:** Parent conference forms **Staff Responsible for Monitoring:** Principal/AP's **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: School-Parent Compact will be developed by a group of parents with the counselor and then signed by all parents and teachers. Compact will be distributed at parent teacher conferences in October and will be made available in English and Spanish and other language, as necessary, upon request. **Strategy's Expected Result/Impact:** Signed compacts **Staff Responsible for Monitoring:** Principal Counselor **Title I:** 4.1 **Funding Sources:** - Title I, A				525

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Parent trainings focused on Kindergarten and 4th grade transitions will be conducted. (Morning and evening class scheduled, childcare available, training provided in English and Spanish) **Strategy's Expected Result/Impact:** Sign in sheets **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Utilize a family engagement committee to incorporate meaningful family engagement activities each semester that educate parents about the curriculum and how they can best support their children at home and at school based on information (needs) collected from parent surveys and observations and input from teachers and staff. Encourage parents to attend annual statewide PFE conference by paying registration fees. **Strategy's Expected Result/Impact:** Increase in parent involvement at home and at school Increase in student achievement **Staff Responsible for Monitoring:** Principal Counselor **Title I:** 4.2 **Funding Sources:** Registration for SW conference - Title I, A - $159				526

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Parents will not only be informed about Title I but they will also be asked to participate in the decision-making and evaluation process through the following: Annual Title-I Meeting CPIC Joint Evaluation and improvement of Parent Involvement Policy, Parent Involvement Program and Home School Compact. Policy will be distributed via Title I parent meeting and KC web page and will be made available in the parent's native language upon request. **Strategy's Expected Result/Impact:** Parent Sign-in Parent Surveys **Staff Responsible for Monitoring:** Principal				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Kemp-Carver will provide training on the value of meaningful parent and family engagement on our campus. **Staff Responsible for Monitoring:** Counselor Principal **Title I:** 4.2				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Kemp/Carver Elementary

Total SCE Funds: $37,311.00
Total FTEs Funded by SCE: 0.64
Brief Description of SCE Services and/or Programs

Use State Comp funds to provide .7 IC, instructional resources, instructional subscription and student computers to supplement the regular education program for students identified At-Risk for dropping out of school.

Personnel for Kemp/Carver Elementary

527

Name	Position	FTE
IC	Math IC	0.14
Part Time Instructional Specialist	Part Time Instructional Specialist	0.5

Title I Personnel

Name	Position	Program	FTE
IC	ELA Instructional Coach		1

528

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	7			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	8			$0.00
1	2	9			$0.00
1	3	1			$0.00
1	4	3			$0.00
1	4	4			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	2	8			$0.00
2	2	9			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1			$0.00
2	3	2			$0.00
2	3	4			$0.00
2	3	5			$0.00
2	3	6			$0.00
2	3	7			$0.00
2	3	8			$0.00
2	3	10	PD Travel		$0.00
3	1	1			$0.00
3	1	3			$0.00
3	1	5			$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	IC PTE		$5,050.00
1	1	6	Student Computers		$20,000.00
1	2	7	Instructional resources		$4,261.00
1	4	1	Instructional resources		$8,000.00
				Sub-Total	$37,311.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	IC		$72,625.00
1	1	6	Library Books		$5,000.00
1	1	6	Student Computers		$16,308.00
1	2	6	Tutors		$20,000.00
1	2	7	Instructional resources		$20,000.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Smart Snacks		$1,500.00
1	3	2	Instructional Specialist		$41,876.00
2	3	3	Registration and travel		$1,000.00
3	1	2	Meeting Materials		$1,480.00
3	1	2	Smart Snacks		$100.00
3	1	4			$0.00
3	1	6	Registration for SW conference		$159.00
				Sub-Total	$180,048.00

ESSER					531
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$12,000.00
1	2	6	Tutors, professional and para		$28,000.00
1	2	7	Instructional Resources		$14,637.00
				Sub-Total	$54,637.00

Addendums

532

Directions to Complete the SCE Evaluation Wor

Before beginning work, save this workbook.

* File --> Download --> Microsoft Excel. An Excel icon will appear on the bottom left ha left click. The excel workbook will open, and then you can save it to your computer.

1. To complete the workbook:

* On each grade level worksheet applicable to your campus, enter your Campus Name
* Enter the following from the State Assessment Data for SCE Workbook (will be email
  - The number of students identified as at-risk in the current and previous year
  - Gr K-2: Enter at-risk numbers for grades K-2 contained in the State Assessment D
  - Gr. 3-8: Enter at-risk numbers and percent scores for each subject area from app
  - Gr. 9-12: Enter at-risk numbers, percent scores and completion rates from the H
* **Once data entry is complete, disparity outcomes will auto populate on the worksh**
* **Save.**

2. Use the disparity outcome results from this workbook to complete question 2 of you

3. Once your workbook is complete, save as 2021-22 "Campus Name" Workbook in PDI upload in Plan4Learning:

* Make sure you are in the 2021-22 plan year
* Go to Manage Plan > Addendums
* Enter document title
* Click browse
* Select “Print with Plan”
* Add

4. After you upload your workbook and narrative in Plan4Learning, send a confirmatio

kbook

nd corner of this page. Mouse over it and

.

ed to you when state results are received)

ata workbook. Enter retention data from
ropriate grade level tabs in the State
S EOC and Completion Rates tabs in the
eet.

r SCE Evaluation Narrative.

F format and then

n email to Robin Trowbridge.

SCE Campus Evaluation Worksheet for Grades K-2

Campus:	Kemp-Carver		Instructions: Enter in COLUMN F the percent of students retained in each of the indicated grade levels. According to this result, the disparity outcome between the two groups will display automatically.
2020-21	**Number of Students Identified as At-Risk**	204	
2021-22	**Number of Students Identified as At-Risk**	184	

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year? Data from Previous School Year.

School Year	Grade Level	Description	Percent	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2019-20	2020 Kindergarten	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	0%	**Kindergarten**
				-3%
2020-21	2021 Kindergarten	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	3%	**Disparity increased**
2019-20	2020 Grade 1	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	0%	**Grade 1**
				-5%
2020-21	2021 Grade 1	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	5%	**Disparity increased**
2019-20	2020 Grade 2	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	0%	**Grade 2**
				-4%
2020-21	2021 Grade 2	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	4%	**Disparity increased**

SCE Campus Evaluation Worksheet for Grade 3

Campus:	Kemp-Carver		Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.
2020-21	**Number of Students Identified as At-Risk**	74	
2021-22	**Number of Students Identified as At-Risk**	82	

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2020-21	2020 Math	Percent Score for Students NOT Identified as At-Risk	63%	21%	**Math**
		Percent Score for Students Identified as At-Risk	42%		4%
2021-22	2021 Math	Percent Score for Students NOT Identified as At-Risk	63%	17%	**Disparity decreased**
		Percent Score for Students Identified as At-Risk	46%		
2020-21	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	100%	62%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk	38%		61%
2021-22	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	56%	1%	**Disparity decreased**
		Percent Score for Students Identified as At-Risk	55%		

SCE Campus Evaluation Worksheet for Grade 4

Campus: Kemp-Carver

2020-21	**Number of Students Identified as At-Risk**	68
2021-22	**Number of Students Identified as At-Risk**	65

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2020-21	2020 Math	Percent Score for Students NOT Identified as At-Risk	57%	2%	**Math**
		Percent Score for Students Identified as At-Risk	55%		-29%
2021-22	2021 Math	Percent Score for Students NOT Identified as At-Risk	88%	31%	**Disparity increased**
		Percent Score for Students Identified as At-Risk	57%		
2020-21	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	57%	19%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk	38%		-26%
2021-22	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	94%	45%	**Disparity increased**
		Percent Score for Students Identified as At-Risk	49%		
2019-20	2020 Writing	Percent Score for Students NOT Identified as At-Risk		0%	**Writing**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Writng	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

SCE Campus Evaluation Worksheet for Grade 5

Campus: _____

2020-21 Number of Students Identified as At-Risk _____

2021-22 Number of Students Identified as At-Risk _____

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2019-20	2020 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Math**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Science	Percent Score for Students NOT Identified as At-Risk		0%	**Science**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Science	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

SCE Campus Evaluation Worksheet for Grade 6

Campus: 0

2020-21 Number of Students Identified as At-Risk

2021-22 Number of Students Identified as At-Risk

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2019-20	2020 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Math**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

SCE Campus Evaluation Worksheet for Grade 7

Campus: _____

2020-21 Number of Students Identified as At-Risk _____

2021-22 Number of Students Identified as At-Risk _____

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2019-20	2020 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Math**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Writing	Percent Score for Students NOT Identified as At-Risk		0%	**Writing**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Writng	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

SCE Campus Evaluation Worksheet for Grade 8

Campus: 0

2020-21 Number of Students Identified as At-Risk

2021-22 Number of Students Identified as At-Risk

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2019-20	2020 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Math**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Science	Percent Score for Students NOT Identified as At-Risk		0%	**Science**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Science	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Social Studies	Percent Score for Students NOT Identified as At-Risk		0%	**Social Studies**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Social Studies	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

SCE Campus Evaluation Worksheet for High School EOC

Campus:

2020-21 Number of Students Identified as At-Risk

2021-22 Number of Students Identified as At-Risk

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

Performance on State Assessements

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity
2020-21	2021 English I EOC	Percent Score for Students NOT Identified as At-Risk		0%	**English I EOC**
		Percent Score for Students Identified as At-Risk			0%
2021-22	2022 English I EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2020-21	2021 Algebra EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Algebra EOC**
		Percent Score for Students Identified as At-Risk			0%
2021-22	2022 Algebra EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2020-21	2021 Biology EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Biology EOC**
		Percent Score for Students Identified as At-Risk			0%
2021-22	2022 Biology EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2020-21	2021 US History EOC	Percent Score for Students NOT Identified as At-Risk		0%	**US History EOC**
		Percent Score for Students Identified as At-Risk			0%
2021-22	2022 US History EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2020-21	2021 English II EOC	Percent Score for Students NOT Identified as At-Risk		0%	**English II EOC**
		Percent Score for Students Identified as At-Risk			0%
2021-22	2022 English II EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

High School Completion (prior year data)

2019-20	2020 Graduation Rates	Graduation Rate for Students NOT Identified as At-Risk		0%	**Graduation Rates**
		Graduation Rate for Students Identified as At-Risk			0%
2020-21	2021 Graduation Rates	Graduation Rate for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Graduation Rate for Students Identified as At-Risk			

$$\text{graduation rate} = \frac{\text{graduates}}{\text{graduates + continuers + GED recipients + dropouts}} \times 100$$

STATE COMPENSATORY EDUCATION

PROGRAM EVALUATION NARRATIVE

CAMPUS NAME: KEMP-CARVER ELEMENTARY

NARRATIVE INSTRUCTIONS

BEFORE BEGINNING WORK, SAVE THIS PAGE:
File → Download → Microsoft Word. A Word icon will appear at the bottom left-hand corner of this page. Mouse over it and left click. The narrative template will open and then you can save it to your computer.

TO COMPLETE THIS NARRATIVE:

1. Enter your campus name above.
2. Answer questions 1 and 2 following the directions below.
3. Save as a PDF titled 2021-22 "Campus Name" SCE Narrative.
4. Upload as an attachment in Plan4Learning in the 2021-22 plan year by June 30.
5. Send Robin Trowbridge a confirmation email.

QUESTION 1

List and describe each SCE funded campus strategy/intervention and the cost allocated to each (be sure to include ICs, Bilingual stipends, etc.). Use your EOY SCE budget report and campus improvement plan to gather this information.

STRATEGY/INTERVENTION	DESCRIPTION	COST ALLOCATED
INSTRUCTIONAL COACH(ES)	PD/TEACHER SUPPORT	
PART TIME INSTRUCTIONAL SPECIALIST	PROVIDE INTERVENTION SUPPORT TO STUDENTS AND TEACHER SUPPORT	$21,805
CERTIFIED TUTORS/TUTORING	PROVIDE INTERVENTIONS TO STUDENTS TO HELP FILL LEARNING GAPS	$30,000
NON-CERTIFIED TUTORS	PROVIDE INTERVENTIONS TO STUDENTS TO HELP FILL LEARNING GAPS	$10,000
INSTRUCTIONAL RESOURCES	HANDS ON LEARNING MATERIALS AND MANIPULATIVES FOR SMALL GROUP INSTRUCTION	$20,000
TECHNOLOGY	PURCHASE IPADS, CHROMEBOOKS AND DOCUMENT CAMERAS FOR TEACHER AND STUDENT USE	$30,000
LIBRARY BOOKS	ENHANCE READING MATERIALS FOR STUDENTS PREK-4	$3,000
TRANSPORTATION FOR TUTORING	TRANSPORTATION HOME OFFERED TO STUDENTS WHO STAY FOR	$2,935

	TUTORIALS	
EMPLOYEE TRAVEL/REGISTRATION	PD FOR STAFF	$1,800
TOTAL		$119,540

QUESTION 2

To determine the effectiveness of the strategies/interventions listed in question 1, answer the grade span questions below relevant to your campus.

- Parts A and B - use disparity outcome results from your completed SCE workbook
- Part C - high school completion information results from your completed SCE workbook.

A. Grades K-2: How effective were the interventions in reducing retention rates in this grade span from one year to the next? What is your evidence?

Although the data shows the disparity increased in K-3, it is difficult to do a comparison due to not having accurate data due to COVID. As a campus, we chose not to retain students in 19-20 because we did not have EOY to support retention due to being out of school for COVID. We have several students that should be retained based on lack of growth in reading, but data shows that retention is not always what is best for kids. Data from the past several years shows us that our 2nd grade bilingual students are struggling with not having a strong foundation in either language. AIP's are being created for students who are being retained. We will continue evaluation of our interventions to ensure we are effectively meeting the needs of all of our students.

B. Grades 3-12: How effective were the interventions in reducing any disparity in performance on state assessments between identified at-risk students and those students not identified as at-risk? What is your evidence?

Based on current data, the disparity decreased in 3rd grade for reading and math, but increased in all subject areas for 4th grade students. However, 92% of our 4th graders showed growth from 3rd to 4th grade, which is a sign that we are putting interventions in place to grow kids. Our tutors worked hard with our HB4545 students to ensure their needs were being met and they were growing. We will continue to focus on growing our middle to higher performing students to get them to "Meets" and "Masters" on STAAR. We will continue to closely monitor student progress to determine appropriate interventions based on students' specific needs.

C. Grades 9-12: How effective were the interventions in reducing any disparity in the rates of high school completion between identified at-risk students and those students not identified as at-risk? What is your evidence?

KEEP IN MIND AS YOU PLAN FOR NEXT YEAR:

1. SCE resources must be redirected when evaluations indicate strategies were unsuccessful in producing desired results for students at-risk of dropping out of school, and
2. SCE strategies/interventions must be aligned with the campus comprehensive needs assessment and included in the campus improvement plan along with a fund source and amount.
3. SCE funds may only be used to supplement the regular education program for students identified as at-risk of dropping out of school.

Bryan Independent School District

Mitchell Elementary

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Mitchell Elementary is a community of lifelong learners that demonstrate the knowledge, skills, and values required for productive citizenship.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Goals

Goal 1: Mitchell will meet the academic needs of all students and equip them to achieve post-secondary success.

Performance Objective 1: Increase Domain 1 (Student Achievement) score from 77% in 2023 to 83% in 2024: Approaches from 76% in 2023 to 80% in 2024, Meets from 49% in 2023 to 55% in 2024, and Masters from 21% in 2023 to 30% in 2024.

High Priority

Evaluation Data Sources: STAAR, Spring Benchmark, DBAs, Concept Quizzes, MAP

550

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Protect Tier 1 instruction by Implementing a master schedule that facilitates learning in the least restrictive environment. Create uninterrupted blocks for each content, and schedule the majority of pull-outs outside of Tier 1 Math and Reading blocks. Provide activities and strategies for special program students (EL, SPED, RTI, 504, Dyslexia, At-Risk, GT, SES). **Strategy's Expected Result/Impact:** Protection of Tier 1 Instruction **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Mitchell will provide opportunities for all students to meet state standards and address the needs of all students, particularly those at-risk of failing state standards, by continuing to increase the effectiveness of (1) guided reading or small group math lessons; (2) differentiated instruction for low- and high- achieving students; and (3) rigorous and aligned stations. **Strategy's Expected Result/Impact:** Reduce academic gaps and provide individualized instruction **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				551

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Target reading and writing building blocks in K-3 through explicit phonics instruction implementing a framework that moves from decoding to encoding. **Strategy's Expected Result/Impact:** Build a solid literacy foundation **Staff Responsible for Monitoring:** RLA Instructional Coach, K-3 RLA Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Build reading stamina by providing independent reading for sustained periods of time. Incorporate activities and events that promote and celebrate reading from an early age. Expand library selections by purchasing primary grade books, nonfiction selections, culturally diverse titles, and popular books in a series. Promote reading at home by gifting every student with a book of their choice on their birthday. **Strategy's Expected Result/Impact:** Enhanced comprehension due to extended reading **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Librarian, Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Library Books - Title I, A - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Use a variety of Reading and Math instructional practices including small group instruction, individual manipulatives, timely remediation, tracking for mastery, embedded processing skills, and continual teacher content knowledge building. **Strategy's Expected Result/Impact:** Develop solid numeracy and problem solving skills **Staff Responsible for Monitoring:** Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Integrate instructional technology, update outdated technology, maintain a 1:1 ratio of student devices, and increase the amount of quality learning time through activities and programs to enrich learning. **Strategy's Expected Result/Impact:** Instructional resources to impact learning **Staff Responsible for Monitoring:** Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Student Computers - Title I, A - $15,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Mitchell will provide increased learning time and well-rounded education and close the learning gap caused by COVID school closure by offering individualized math and reading interventions led by teachers and tutors during Bulldog U to support students at risk by utilizing research-based resources and strategies. **Strategy's Expected Result/Impact:** Increase foundational skills **Staff Responsible for Monitoring:** Instructional Coaches, Teachers, Tutors **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutors - ESSER - $29,480, Tutors - Title I, A - $31,000, Tutors during Spring - State Comp - $22,237, Resources for Small Group Intervention - Title I, A - $15,000				553

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Provide after school tutoring for all students with academic needs, especially those at risk for dropping out of school, to target student expectations that benchmark data showed were not mastered by specific students in 3rd Math and Reading; and 4th Math, Reading, and Writing. **Strategy's Expected Result/Impact:** Increased growth through targeted interventions by teachers **Staff Responsible for Monitoring:** Instructional Coaches, Teachers **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Snacks for Students in After School Tutoring - Title I, A - $920				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Mitchell will meet the academic needs of all students and equip them to achieve post-secondary success.

Performance Objective 2: Increase Domain 2A (School Progress-Academic Growth) score from 68% in 2023 to 80% in 2024.

High Priority

Evaluation Data Sources: STAAR, Spring Benchmark, DBAs, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Track student mastery at the beginning, middle, and end of the year for K-4 Reading and Math using MAP testing. Increase achievement scores so that 80% of students score above 40%, and increase growth scores so that 80% of students meet their growth goals. **Strategy's Expected Result/Impact:** Information necessary for remediation and extension **Staff Responsible for Monitoring:** Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				554

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Mitchell will meet the academic needs of all students and equip them to achieve post-secondary success.

Performance Objective 3: Increase Domain 3 (Closing the Gaps) score from 79% in 2023 to 93% in 2024.

High Priority

Evaluation Data Sources: STAAR, Spring Benchmark, DBAs, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Analyze assessment data (MAP, mastery checks, Concept Quizzes, DBAs, and Spring Benchmark) to gauge progress toward student achievement goals and mastery of essential standards. Track achievement of Meets and Masters for All Students, Black, Hispanic, and Economically Disadvantaged. **Strategy's Expected Result/Impact:** Monitor areas for extended remediation **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				555

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Mitchell will foster a positive culture and climate in order to provide a safe and dynamic learning environment.

Performance Objective 1: By June 2024, Mitchell will increase student attendance rate from 94.9% to 96%.

High Priority

Evaluation Data Sources: Attendance data: late arrivals, early check outs, grade level/daily/YTD percentages

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Maintain a daily log for late arrivals and early check outs that requires a parent signature and reason. **Strategy's Expected Result/Impact:** Improve attendance **Staff Responsible for Monitoring:** Administration, Attendance Clerk **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				556

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Compile weekly reports of absences, late arrivals, and early check-outs to monitor and address attendance concerns. Call parents who have accumulated two or more tardies, absences, or early check outs per week. Arrange face-to-face parent meetings to target students with chronic absenteeism. **Strategy's Expected Result/Impact:** Improve attendance **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Assemble the Attendance Team each six weeks to monitor chronic absenteeism and implement attendance plans. **Strategy's Expected Result/Impact:** Improve attendance **Staff Responsible for Monitoring:** Administration, Attendance Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Recognize each class per grade level with the highest attendance rate each six weeks. Celebrate students with perfect attendance on the attendance walk of fame. Celebrate perfect attendance for the fall semester with a Stuck on School Assembly, the spring semester with a We Busted It Assembly, and for exemplary attendance (3 or fewer absences) for the year with a Cupcake Party. **Strategy's Expected Result/Impact:** Improve and celebrate attendance **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Mitchell will foster a positive culture and climate in order to provide a safe and dynamic learning environment.

Performance Objective 2: By June 2024, Mitchell will reduce the number of referrals from 110 in 2023 to 55 in 2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Commit to the training and implementation of Safe and Civil Schools Framework. **Strategy's Expected Result/Impact:** Improved culture and climate **Staff Responsible for Monitoring:** Administration, Guide DOGS, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				558

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish community pride through daily morning announcements and weekly Bulldog Rallies to reinforce shared vision and goals, recognize student achievement, and foster spirit. **Strategy's Expected Result/Impact:** Increased pride in Mitchell **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Equip students for success by teaching Essential 8 character traits during a morning Essential 8 lesson, with an ongoing focus on modeling and discussing the character traits daily. Plan various week-long events to highlight essential actions. **Strategy's Expected Result/Impact:** Influence character development **Staff Responsible for Monitoring:** Administration, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teach and model appropriate classroom behavior expectations: Mitchell Mindset, CHAMPS, social contract or treatment agreement, good things and affirmations, safe place, and responsibility centered discipline. Evaluate classroom management approach using S.T.O.I.C. Reinforce appropriate behaviors using Safe and Civil Schools strategies. **Strategy's Expected Result/Impact:** Improve classroom management in order to increase learning time **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Guide DOGS, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Utilize the RTI Framework to track and monitor students' behavior in Branching Minds, including triggers, behaviors, interventions, and parent contacts. **Strategy's Expected Result/Impact:** More efficient documentation and interventions **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

559

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Mitchell will foster a positive culture and climate in order to provide a safe and dynamic learning environment.

Performance Objective 3: By June 2024, Mitchell will improve school-parent communication and involvement opportunities to ensure 100% of parents are able to connect with the school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Streamline and maintain parent and family communication about activities and progress using a variety of whole school and classroom methods with an overarching goal to build positive relationships and address academic or behavioral concerns. **Strategy's Expected Result/Impact:** Increased and improved communication **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				560

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide a copy of the Parent and Family Engagement Policy. Provide a copy of the Student-Home-School Compact to be included in each student's take home folder to serve as a reminder of the commitment made. **Strategy's Expected Result/Impact:** Understanding of responsibilities **Staff Responsible for Monitoring:** Administrators, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Conduct and document a parent conference at the end of each 6 weeks for any student failing or not showing academic process. **Strategy's Expected Result/Impact:** Effective communication and opportunities to partner for student success **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Host family engagement and parent support events once a month that provide fun and engaging learning activities and resources focused on how to support their child's academic progress at home. Plan events to specifically meet the needs of various demographics and offer opportunities at a variety of settings and times. **Strategy's Expected Result/Impact:** Positive parent and family relationships **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Materials for STREAM Night, Birthday Books - Title I, A - $1,000				561

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide opportunities for parents and community feedback on programs, events, the family engagement policy, compact, and CNA through surveys, parent meetings, CPIC, and email to build program capacity. Policy and compacts are distributed at meetings, on the website, and in the front office. Policies and compacts are available in the parent's native language upon request if other than English. **Strategy's Expected Result/Impact:** Quality feedback to impact change **Staff Responsible for Monitoring:** Administration **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** SMART Snacks to encourage attendance - Title I, A - $453				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Hold Title 1 Meetings 2 times per year where the CIP will be made available to parents and the community. Parents can request to have the CIP translated into Spanish. **Strategy's Expected Result/Impact:** Understanding of goals **Staff Responsible for Monitoring:** Administration **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

562

Goal 2: Mitchell will foster a positive culture and climate in order to provide a safe and dynamic learning environment.

Performance Objective 4: By June 2024, Mitchell Elementary will provide regular student and staff recognition.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Affirm staff weekly in the Mitchell Memo, walkthrough notes, and public shout-outs. **Strategy's Expected Result/Impact:** Positive school culture **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	Apr	June
				563

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Treat each department to a social "Thank You" lunch during the year. **Strategy's Expected Result/Impact:** Positive school culture **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Recognize a paraprofessional and teacher each month for their service to Mitchell through excellence in the classroom, leadership on campus, and professional execution of job duties. **Strategy's Expected Result/Impact:** Positive school culture **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement and execute targeted and personalized morale boosters each six weeks to support and encourage staff. **Strategy's Expected Result/Impact:** Positive school culture **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Recognize students and staff earning Bulldog BLASTS each day to showcase Bulldogs demonstrating the Mitchell Mindset (staff or student selected). **Strategy's Expected Result/Impact:** Positive school culture **Staff Responsible for Monitoring:** Administration, Staff **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Recognize student Athlete of the Month to showcase students demonstrating Essential 8 and sportsmanship from each grade level. Recognize student Art-itude Award of the Month to showcase students demonstrating their best effort in Art. Recognize Amazing Students of Character each month to showcase students living out Essential 8 character traits (student selected). **Strategy's Expected Result/Impact:** Positive school culture **Staff Responsible for Monitoring:** Administration, PE Coach, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Promote pride through campus and grade level chants at each Bulldog Rally. **Strategy's Expected Result/Impact:** Positive school culture and Mitchell pride **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

565

Goal 3: Mitchell will employ, empower, and entrust a highly qualified staff to meet the physical, social, and academic needs of students.

Performance Objective 1: By June 2024, 100% of staff will demonstrate growth in effective lesson planning, classroom management, instructional strategies, and data analysis.

High Priority

Evaluation Data Sources: Walkthroughs, observations, assessment data, behavior data, PLC discussions

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional development based on CNA, district initiatives, and individual teacher and student needs throughout the year. PD will be provided by instructional coaches, administration, or other professionals during weekly PLC meetings, planning meetings, after school sessions, and/or faculty meetings. Teachers may attend trainings outside of the campus if it aligns with the campus and district goals. **Strategy's Expected Result/Impact:** Improved instruction and classroom management **Staff Responsible for Monitoring:** Administration, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Support and retain highly effective teachers and paraprofessionals by maintaining effective staff communication through the HUB, Mitchell Memo, Bulldog Bulletin, and Staff Board. **Strategy's Expected Result/Impact:** Increase awareness **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 3 Details	Reviews			
Strategy 3: Support the effective implementation of the district curriculum in every classroom.	Formative			Summative
Strategy's Expected Result/Impact: Increase academic achievement **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Actively participate in weekly PLCs to plan aligned and rigorous lessons, increase quantity and quality of effective instructional practices, and create individualized interventions based on data.	Formative			Summative
Strategy's Expected Result/Impact: Increase academic achievement **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Attend monthly collaboratives to preview upcoming learning targets, strengthen content understanding, gather resources for implementation, and network with other teachers.	Formative			Summative
Strategy's Expected Result/Impact: Increase academic achievement **Staff Responsible for Monitoring:** Instructional Coaches, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Support all K-4 certified core teachers who are new to teaching or Texas as they complete TEA's Reading Academy to increase teacher competency in the science of teaching reading. **Strategy's Expected Result/Impact:** Increase academic achievement **Staff Responsible for Monitoring:** Administration, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Continue to strengthen the Mentoring Program to support first year teachers. Build capacity through regular check-ins and classroom visits. **Strategy's Expected Result/Impact:** Increase academic achievement **Staff Responsible for Monitoring:** Administration, Mentor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Engage in the evaluation process as a tool for growth. Select and track professional goals and student learning objectives throughout the year and reflect on feedback from walkthroughs and observations. **Strategy's Expected Result/Impact:** Increase academic achievement **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Actively participate in planning one parent and family engagement event in order to broaden leadership opportunities and contribute to the campus community. **Strategy's Expected Result/Impact:** Increase staff self-efficacy **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Participate in the Teacher Incentive Allotment to promote teacher retention through financial rewards and recognition for high quality teaching which is measured through T-TESS and student growth measures. **Strategy's Expected Result/Impact:** Increase academic achievement and grow teachers **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Mitchell will employ, empower, and entrust a highly qualified staff to meet the physical, social, and academic needs of students.

Performance Objective 2: During the 2023-2024 school year, there will be zero breaches of security measures in order to ensure a safe learning environment.

High Priority

Evaluation Data Sources: Weekly data charts and monthly safety meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Monitor all guests (non-BISD employees) visiting campus through the Raptor system. **Strategy's Expected Result/Impact:** Student and staff safety **Staff Responsible for Monitoring:** Administration, Office Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				570

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Conduct weekly exterior door sweeps to ensure a safe learning environment. **Strategy's Expected Result/Impact:** Student and staff safety **Staff Responsible for Monitoring:** Administration, Lead Custodian **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teach the Standard Response Protocol to student and staff using materials from I Love You Guys. **Strategy's Expected Result/Impact:** Student and staff safety **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Conduct monthly emergency drills, including two lockdown drills, in both morning and afternoon classes. **Strategy's Expected Result/Impact:** Student and staff safety **Staff Responsible for Monitoring:** Administration, Bryan PD **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Conduct monthly Safety & Security meetings to discuss procedures and concerns. **Strategy's Expected Result/Impact:** Student and staff safety **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Meet security expectations during an intruder drill for the BISD safety audit. **Strategy's Expected Result/Impact:** Student and staff safety **Staff Responsible for Monitoring:** Administration, ESC 6 **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Mitchell Elementary

Total SCE Funds: $97,912.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

SCE funds will be used to provide instructional coaches and tutors to supplement the regular education program for students who have been identified as at risk of dropping out of school.

Personnel for Mitchell Elementary

572

Name	Position	FTE
IC	Math	1

Title I Personnel

Name	Position	Program	FTE
IC	ELA		1

573

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Tutors during Spring		$22,237.00
				Sub-Total	$22,237.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Library Books		$5,000.00
1	1	6	Student Computers		$15,000.00
1	1	7	Tutors		$31,000.00
1	1	7	Resources for Small Group Intervention		$15,000.00
1	1	8	Snacks for Students in After School Tutoring		$920.00
2	3	4	Materials for STREAM Night, Birthday Books		$1,000.00
2	3	5	SMART Snacks to encourage attendance		$453.00
				Sub-Total	$68,373.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Tutors		$29,480.00
				Sub-Total	$29,480.00

Bryan Independent School District

Navarro Elementary

2023-2024 Campus Improvement Plan

575

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

576

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Revised/Approved: June 15, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Navarro Elementary met with stakeholders, which included teachers, instructional assistants, administrators, parents, community and business partners on April 18, 2023 and May 2, 2023 to develop the comprehensive needs assessment. During these meetings, we analyzed data, determined strengths and weaknesses, developed priority problem statements and summaries for the areas of demographics, student learning, school process and programs and perceptions. We reviewed academic, behavioral, demographic, and program data in an effort to develop an accurate picture of Navarro Elementary and determine areas of focus for the upcoming school year.

578

Strengths

- Navarro has a diverse, multilingual student population with 40% of our students being bilingual.
- STAAR Reading scores increased from 2021-2022.
- The number of individual students involved in discipline incidents has decreased.
- Students have access to books at school through multiple avenues (library, classroom libraries, guided reading, online books).

Needs

- Our economically disadvantaged population is 10% higher than the district percentage and 24% higher than the state percentage.
- Reading MAP scores show that the largest percentage of students in each grade level fell in the lowest, 1st-20th percentile, achievement percentile.
- At 94.4%, our attendance rate is below the State average
- Our parent participation has declined over the past few years, which affects all students at all grade levels.

The areas of primary focus uncovered during the needs assessment process were raising attendance, students showing substantial growth to bridge achievement gaps, and parental involvement on campus. These three are the prioritized needs for the 2023-2024 school year. (Title I, Part A, Element 1)

Demographics

Demographics Summary

Navarro Elementary is a neighborhood Title 1 public school located in Bryan Texas that was built in 1988. Enrollment is currently at 432 students in Pre kindergarten through 4th grade and about 85.5% are identified as economically disadvantaged.

Navarro is a bilingual campus with about 40% of our students being emergent bilingual or EL in Spanish. Currently our campus demographic makeup includes 69% Hispanic, 13% African American, 14% White, and the remaining 3% Multi-Racial.

Of the 64 staff members, there are 30 teachers, 13 paraprofessionals, 3 instructional coaches, 7 professional staff, 1 counselor, and 2 administrators. All but 2 teachers were fully certified. 11 teachers are bilingual teachers. There were 14 new staff members this school year and we are looking at 3 new staff members for this coming school year.

Most of our community is single family homes. Our students are cared for by a variety of adults including parents, grandparents, older siblings, or extended family members. We have a mixture of English and Spanish spoken in the home. Our enrollment continues to be fairly consistent from year to year ranging from about 430-450 students. 579

Demographics Strengths

1. Our attendance rate is 94.4%
2. Diverse, multilingual school with 40% of our student population being bilingual.
3. STAAR Reading scores increased from 2021-2022.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our economically disadvantaged population is 10% higher than the district percentage and 24% higher than the state percentage. **Root Cause:** Overall inflation has affected our families and lack of community support and resources, requires our families to work long days and/or multiple jobs just to provide basic needs for their families.

Problem Statement 2: Although our rate of attendance (94.4%) is slightly higher than the district (93.2%), we have 50 students with 15 absences or more. **Root Cause:** Parents don't prioritize school for their children, due to lack of consequences for missing school, needing to work long hours to support their families, or post pandemic mentality.

Student Learning

Student Learning Summary

Our students continue to show signs of deficits in their learning based on achievement. Though some are showing growth, based on MAP scores, many students are still performing below grade level. Student success on STAAR has not rebounded to prior to COVID years, due to not recovering from loss of learning from being at home learners.

Student Learning Strengths

1. Small group instruction is being utilized to fill in the gaps in student knowledge.
2. Additional support through tutors, both during and after school, is providing students with additional instruction.
3. Focus on phonics will help students achieve success in reading, writing and spelling.
4. Focus on writing across all grade levels and all subject areas is having a positive relationship on student writing.

580

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR achievement for fourth grade math decreased by at least 8 percent in all areas, approaches, meets and masters. **Root Cause:** Students are absent more often which leads to a lack of student accountability. Students also do not do homework or practice at home to increase their learning.

Problem Statement 2: The Reading MAP scores show that the largest percentage of students in each grade level fell in the lowest, 1st-20th percentile) achievement percentile.
Root Cause: The foundational skills are not there, so students get frustrated before they even start.

School Processes & Programs

School Processes & Programs Summary

We scrutinize applications and rigorously interview candidates to determine who to hire and where to place them for maximum success for both teachers and students. New teachers are provided mentors and support. Math, ELA, and Science coaches provide a variety of help to develop teachers in content and instruction. Campus administrators meet with teachers twice a month in PLCs to discuss student progress, interventions, instructional expectations, and concerns. The campus Foundations TEAM (STRONG VOICE) meets monthly to discuss behavior practices, identify problem areas, and evaluate the effectiveness of current processes.

Professional development focuses on areas of need determined by data. We have been focusing and will continue to focus on small group instruction, particularly in reading to support all content areas. Accountable talk, reading, and writing across all content areas continues to be an area of importance at the campus.

Students are consistently taught within small groups to provide individualized instruction and interventions. Tutors are utilized as additional instruction for struggling students. In addition, Texas A&M Reads & Counts tutors offer support.

All students have access to high quality instruction and services. All grade levels have a classroom set of iPads or Chromebooks that are used to enhance instruction and remediation through educational programs In addition, the Newline Boards are used as interactive tools to engage students during instruction.

School Processes & Programs Strengths

1. Parents do attend events that their child is involved in, so they are on the campus seeing positive interactions.
2. Dedicated teachers who build relationships with their students.
3. Interactions with students are trending more positively with the PBIS and CHAMPS training.
4. Rebranding using STRONG has had a positive impact on most student behavior.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Though CHAMPS and PBIS strategies are utilized, student behavior issues seem to be increasing. **Root Cause:** There is a lack of consequences and consistency of expectations across grade levels and staff.

Problem Statement 2: Our parent participation has declined over the past few years, which affects all students at all grade levels. **Root Cause:** Parents don't feel the importance or realize the benefits of being involved in their child's education.

Perceptions

Perceptions Summary

Parental involvement beyond student programs continues to be low. Parents either don't see the value in being involved or don't know how to become involved or do not have a desire to be involved. Language is sometimes a barrier, as some parents speak Spanish mainly and have a difficult time communicating with teachers and staff. Behavioral occurrences have decreased except for a handful of students who are chronic offenders, which skews the data. With staff consistently implementing PBIS and CHAMPS methods, behavior occurrences should continue to trend downward. Staff is better equipped to address behaviors from the training they have received.

Perceptions Strengths

1. Parents do attend events that their child is involved in, so they are on the campus seeing positive interactions. 582
2. Dedicated teachers who build relationships with their students.
3. Interactions with students are trending more positively with the PBIS and CHAMPS training.
4. Rebranding using STRONG has had a positive impact on most student behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increased behavior issues due to lack of consistency in expectations and consequence. **Root Cause:** There is a lack of consequences and consistency of expectations across grade levels and staff.

Problem Statement 2: Our parent participation has declined over the years, which affects all students at all grade levels. **Root Cause:** Parents don't feel the importance of being involved.

Priority Problem Statements

583

Goals

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 1: Increase the percentage of students showing growth on STAAR ELAR and Math from 2022-2023 to 2023-2024.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Fourth grade teachers will analyze student STAAR data from the third grade STAAR to target specific skills students did not show mastery and make a plan to strengthen those skills. **Strategy's Expected Result/Impact:** Students more prepared to pass STAAR. **Staff Responsible for Monitoring:** Teachers, IC's, Reading IA, Administrators, **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Navarro will provide opportunities for all students to meet state standards through bi-monthly PLC meetings to discuss student progress, instruction, and teaching strategies to support student mastery of objectives. **Strategy's Expected Result/Impact:** Teachers planning more targeted instruction and identifying and implementing interventions in a timely manner to meet the academic needs of students. **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Increase teacher focus on critical thinking, accountable talk, independent reading and writing (Navarro 4 Academic Benchmarks). **Strategy's Expected Result/Impact:** Students increased ability to think, talk, read and write across all grade levels and subject areas. **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** supplies for reading and math workshop such as student journals, sticky notes, dry erase boards, etc. - Title I, A - $11,549				585

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Develop reading and math cadres among teachers for job embedded professional learning, focusing on the reading and math workshop models, to improve instruction to help students from dropping out of school. **Strategy's Expected Result/Impact:** Increased teacher efficacy and student learning. **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Books needed for math and reading cadres - State Comp - $2,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Combine campus funds, Title 1, SCE and district funds to reduce disparity in performance on state assessment instruments between students in at-risk situations and students not identified as at-risk. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Administrator **Title I:** 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 2: The median percentile on MAP increases from BOY to MOY to EOY.

High Priority

Evaluation Data Sources: MAP, School Profile

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Bi-monthly PLC meetings will be utilized to discuss student progress, instruction and teaching strategies to support student mastery of objectives. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				586

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: ELAR teachers will implement an Author's Purpose and Craft wall that students utilize to analyze, discuss and think critically about text. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: During bi-monthly PLC's, MAP data will be analyzed to determine students on target for growth and adjustments made to scaffold and provide interventions for those students not showing growth. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Address the need of all students, especially those at risk for dropping out of school, by providing additional resources to support whole group and small group instruction, work stations and foster a love of reading. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Teachers, IA's, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Scholastic Magazine Storyworks - State Comp - $1,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide resources for reading instruction based on analysis of student levels to assist all students, especially those at risk from dropping out of school. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Teachers, IA's, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Reading A-Z; materials for small group instruction; Scholastic books and readers - State Comp - $19,908				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 3: Provide additional academic opportunities for students to empower them to be academically and socially-emotionally successful.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Encourage reading by having Reading Night, Read Across America, student book clubs for second through fourth grade, and incentives for students to read throughout the year, to help students find a love of learning so they do not drop out of school. **Strategy's Expected Result/Impact:** Foster a love of reading **Staff Responsible for Monitoring:** Teachers, Reading IC, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Books for Reading Night and Student Book Clubs, Read Across America give away items, - State Comp - $4,800				588

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase learning time and provide well rounded education through additional pull-out and in-class support with tutors and Reading Interventionist, as well as tutors beyond the school day with teachers, IC's, and IA's. **Strategy's Expected Result/Impact:** Increased student mastery of concepts. **Staff Responsible for Monitoring:** Teachers, Tutors, Reading Interventionist, IC's, Administrators **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Instructional Interventionist and Tutors - ESSER - $32,003, Tutors - Title I, A - $69,497, Snacks for students in tutorials - Title I, A - $5,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students will attend educational field trips to transfer school learning to real world learning. **Strategy's Expected Result/Impact:** Students more engaged **Funding Sources:** Buses for field trips - ESSER - $5,000, Camp Allen all day field trip for fourth graders - ESSER - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Support a robust PK program by incorporating engaging teaching to keep students from dropping out of school later in their educational pathway. **Strategy's Expected Result/Impact:** Increased student learning and engagement **Staff Responsible for Monitoring:** Teachers, IA's, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Starfall - State Comp - $500				589

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success and encourage a shared responsibility for a positive learning environment.

Performance Objective 1: Increase the student attendance rate from 94% to 97%.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Discuss attendance at weekly administration team meetings as well as monthly attendance committee meetings and DVT. **Strategy's Expected Result/Impact:** Increased student achievement due to being at school regularly. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				590

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide incentives for students that are not absent during a grading period. **Strategy's Expected Result/Impact:** Increased student achievement due to being at school regularly. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success and encourage a shared responsibility for a positive learning environment.

Performance Objective 2: Reduce referrals and behavior incidents in Branching Minds.

Evaluation Data Sources: Referrals in eSchool, incident reports in Branching Minds

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize Safe and Civil Schools training on Basic 5 to provide feedback at PLC on implementation based on evaluative and non-evaluative walk throughs and additional coaching based on areas needing improvement. **Strategy's Expected Result/Impact:** Increase student engagement **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				591

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teach and reinforce STRONG expectation. **Strategy's Expected Result/Impact:** Increase student positive behavior and learning **Staff Responsible for Monitoring:** IA's, Teachers, IC's, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success and encourage a shared responsibility for a positive learning environment.

Performance Objective 3: Expand family and community involvement in PTO, student learning and at school functions.

Evaluation Data Sources: sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Create monthly family support instruction at monthly meetings and advertise them in advance so parents can plan to attend. **Strategy's Expected Result/Impact:** family involvement in their student education **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Parent Institute magazine - Title I, A - $793, Snacks for parent meetings - Title I, A - $500				592

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilize room parents for each classroom to help foster parent involvement with school functions. **Strategy's Expected Result/Impact:** family involvement in their student education **Staff Responsible for Monitoring:** Teachers, IA's, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Have a variety of school functions to promote family and community involvement. **Strategy's Expected Result/Impact:** Parents and staff building a stronger sense of community **Staff Responsible for Monitoring:** IA's, Teachers, Administrators **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Materials and Snacks - Title I, A - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Navarro will jointly evaluate/review the parent and family engagement policy and compact with the input from a significant number of parents by offering this meeting at different times and days of the week. Navarro will make the policy and compact available to parents and the public by the Title 1 Annual Meeting and campus website. The policy will be available in Egnlish and Spanish and other languages up9on request. The compact will be make available to parents during Parent/Teacher conferences in October. **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Navarro will engage parents in their child's education by providing training to staff on the value of parent and family involvement. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Navarro will provide two Annual Title 1 meetings. One during Open House in September and another at a different family event. These will be offered during the day and in the evening to explain Navarro's Title 1, Part A participation, our state curriculum, academic assessments and the proficiency levels students are expected to achieve as well as ways to partner with the school to increase academic achievement. **Strategy's Expected Result/Impact:** Increased family engagement **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				594

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success and encourage a shared responsibility for a positive learning environment.

Performance Objective 4: Create opportunities for students to develop leadership skills.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize third and fourth graders for safety patrol in the morning to help with student arrival **Strategy's Expected Result/Impact:** Students taking ownership of their actions and leading others to make STRONG choices. **Staff Responsible for Monitoring:** IA's, Teachers, Administrators **ESF Levers:** Lever 3: Positive School Culture				595

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Build student leadership skills and Essential 8 characteristics through student council. **Strategy's Expected Result/Impact:** Students taking ownership of their actions and leading others to make STRONG choices. **Staff Responsible for Monitoring:** IA's, Teachers, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Utilize teachers to select responsible students for the Sunshine Club, which will be called to show new students around the school and help familiarize them with expectations. **Strategy's Expected Result/Impact:** Students taking ownership of their actions and leading others to make STRONG choices. **Staff Responsible for Monitoring:** IA's, Teachers, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Navarro will recruit, develop, retain, and recognize a highly effective and motivated staff to maximize student engagement and learning.

Performance Objective 1: Support staff through continuous learning and self-reflection to increase their implementation of best teaching practices.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Develop ELA and math instructional cadres of teachers to focus on strengthening classroom instruction and student engagement. **Strategy's Expected Result/Impact:** Teachers growing in their profession and teaching skills. **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				596

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide learning opportunities for teachers on Reading and Math Workshop model with opportunities to implement in their classroom and observe other classrooms. **Strategy's Expected Result/Impact:** Teachers feeling supported and improved instruction **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Substitutes for teacher observations - ESSER - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Navarro will recruit, develop, retain, and recognize a highly effective and motivated staff to maximize student engagement and learning.

Performance Objective 2: Retain and recognize staff so they feel supported.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Instructional Coaches, Team Leaders and Administrators will support teachers by listening, questioning and guiding. **Strategy's Expected Result/Impact:** Teachers will have a layer of different people to help answer questions and provide professional and academic assistance. **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				597

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teacher and Staff of the Month will be selected and recognized monthly. **Strategy's Expected Result/Impact:** Teachers feeling recognized and valued by their colleagues. **Staff Responsible for Monitoring:** IA's, Teachers, IC's, Support Staff, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Staff will be recognized during Morning Meeting, Planning, PLC, Staff Meeting and other venues for exhibiting academic and behavioral goals of the campus. **Strategy's Expected Result/Impact:** Staff feeling recognized. **Staff Responsible for Monitoring:** IC's, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Navarro Elementary

Total SCE Funds: $104,383.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Instructional coaches, instructional resources, subscriptions, and staff development materials will be used to supplement the regular education program for students who are at risk of dropping out of school or who have not performed satisfactorily on STAAR.

Personnel for Navarro Elementary

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Name	Position	FTE
IC	Elem, IC	1

Campus Funding Summary

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Books needed for math and reading cadres		$2,000.00
1	2	4	Scholastic Magazine Storyworks		$1,500.00
1	2	5	Reading A-Z; materials for small group instruction; Scholastic books and readers		$19,908.00
1	3	1	Books for Reading Night and Student Book Clubs, Read Across America give away items,		$4,800.00
1	3	4	Starfall		$500.00599
				Sub-Total	$28,708.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	supplies for reading and math workshop such as student journals, sticky notes, dry erase boards, etc.		$11,549.00
1	3	2	Snacks for students in tutorials		$5,000.00
1	3	2	Tutors		$69,497.00
2	3	1	Snacks for parent meetings		$500.00
2	3	1	Parent Institute magazine		$793.00
2	3	3	Materials and Snacks		$500.00
				Sub-Total	$87,839.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Instructional Interventionist and Tutors		$32,003.00
1	3	3	Camp Allen all day field trip for fourth graders		$3,000.00
1	3	3	Buses for field trips		$5,000.00
3	1	2	Substitutes for teacher observations		$2,000.00
				Sub-Total	$42,003.00

Bryan Independent School District

Neal Elementary

2023-2024 Campus Improvement Plan

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Mission Statement

Neal Elementary will be Essential by collaborating with our families and communities to promote excellence in ALL students by providing high quality instruction, developing genuine relationships, and pushing students to soar in a REGAL environment.

Vision

Children First. Always.

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Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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- Goal 2: By May 2024, we will increase our student attendance rate from 95.11% to 95.5%. 19
- Goal 3: By May 2024, we will increase parent participation in learning opportunities by 10% as a result of creating a parent involvement committee. 22

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2023, the Neal Elementary CNA Planning Team met on March 29, 2023 to conduct a comprehensive needs assessment of the entire school. The planning team was made of the following stakeholders: teachers representing all grade levels, specials, SPED, paraprofessionals, administrative staff, parents, counselor and instructional coach. Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included: MAP, Benchmark, DBA, T-TESS, Rosters (ethnicity, economic status, SPED, EB, GT, migrant, homeless, RtI, attendance, discipline, TAPR, district surveys (parents, students, staff). As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Continued implementation of Foundations (REGAL, CHAMPS, REGAL Mart, Class Dojo)
- Implementation of Reading Horizons (explicit and systematic phonics instruction) has greatly impacted student reading.
- HB4545 and RtI pull-out interventions
- Lesson Design PLCs
- Fall and spring survey positive from staff and parents
- Parent communication
- High attendance at family nights
-

Needs

- Our attendance rate was 95.11%.
- Based on benchmark data, our accountability score would be 46 (F).
- 2nd, 3rd and 4th grade students struggled with writing.
- 2nd, 3rd and 4th grade students struggled with keyboarding skills necessary for TELPAS and STAAR.
- We need more opportunities for parent involvement.

.

Due to the needs assessment, attendance, writing and math instruction, explicit keyboarding instruction, and increasing

opportunities for parental involvement were identified as targeted areas of need. We will continue to build on our strengths while adding effective differentiated instruction, exposure to computers at Kindergarten and 1st grade, and the creation of a parent involvement committee to continue to grow and improve as a campus for the 2023-24 school year.

Title I, Element 1

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Demographics

Demographics Summary

Neal Elementary Demographics				
	2019-2020	2020-2021	2021-2022	2022-2023
Total	406	349	347	369
Hispanic	73%	75%	78%	77%
AA	21%	19%	18%	17%
Two or More	2%	1%	2%	2%
White	4%	4%	3%	4%
American Indian	0%	0%	0%	0%
Asian	0%	0%	<1%	<1%
At Risk	75%	84%	82%	82%
ED	95%	92%	92%	94%
EB	48%	48%	47%	42%
SPED	18%	20%	27%	30%
GT	2%	1%	3%	5%
Migrant	<1%	<1%	<1%	1%
Homeless	4%	4%	2%	6%

605

Neal Elementary is a Title I neighborhood school. Our demographics have remained consistent over the last 5 years. However, our SPED

numbers continue to increase as they add programs to our campus. This year, they added a SOAR and PASS unit.

Attendance was a focus this year. Our attendance rate increased to 95.11%, however we did not meet our goal in spite of our efforts to encourage attendance.

We had a total of 38 referrals. With the addition of the SOAR and PASS, we experienced student behaviors that were not affected by our current Foundations efforts. Unfortunately, 36 of the 38 referrals were special education students.

Demographics Strengths

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- Average years experience of teachers is 12.6.
- Diverse student population
- Continued implementation of Foundations (REGAL, CHAMPS, REGAL Mart, Class Dojo)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate was 95.11%. **Root Cause:** There are no parent consequences for truancy.

Student Learning

Student Learning Summary

As a result of weekly lesson design PLCs, effective implementation of needs-based small group instruction, HB4545 and RtI interventions provided by our 3 academic interventionists, after school tutorials, and continued data analysis, students are demonstrating academic progress. However, with the changes in state testing, we are concerned. Writing is our greatest area of concern.

Student Learning Strengths

- Implementation of Reading Horizons (explicit and systematic phonics instruction) has greatly impacted student reading.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on benchmark data, our accountability score would be 46 (F). **Root Cause:** Teachers are not effectively differentiating instruction.

Problem Statement 2: 2nd, 3rd and 4th grade students struggled with writing. **Root Cause:** Reading comes before writing on the literacy spectrum.

School Processes & Programs

School Processes & Programs Summary

All teachers implement all components of the district curriculum. We constantly analyze data (DBAs, DRA/EDL, screeners, benchmarks and formative assessments) to plan needs-based instruction. Grade levels plan collaboratively to design aligned, rigorous and engaging lessons. Small group instruction for reading and math is non-negotiable.

Our school day begins at 7:35 am and ends at 3:10 pm. Our master schedule provides for common planning periods. Grades 2-4 are departmentalized.

Students are using technology on a daily basis during workstations and intervention time to complement and reinforce instruction.

Teachers have a voice in campus decision-making.

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School Processes & Programs Strengths

- RtI
- HB4545 and RtI pull-out interventions
- Lesson Design PLCs
- Master schedule maximizes instructional time
- Technology ratio 1:1
- Effective implementation of Foundations
- Pull-out GT instruction

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 2nd, 3rd and 4th grade students struggled with keyboarding skills necessary for TELPAS and STAAR. **Root Cause:** During COVID, the district redistributed technology so Kindergarten and 1st grade students only have iPads.

Perceptions

Perceptions Summary

Neal Elementary has created a family culture where our students, staff, families and the community feel welcomed and appreciated. Our school is rich in traditions, and all stakeholders have a sense of belonging and ownership.

We have established strong, positive partnerships with families and the community. Our families attend school events and activities when provided the opportunity. We communicate with parents in a variety of ways.

This year we transitioned from PBIS to Foundations which includes daily social skills instruction with Essential Eight included and REGAL, REGAL matrices, and student recognition and teacher recognition (Class Dojo and REGAL Mart).

We have low teacher attrition.

609

Perceptions Strengths

- Culture
- One teacher left (moved back home)
- Foundations
- Fall and spring survey positive from staff and parents
- Parent communication
- High attendance at family nights

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need more opportunities for parent involvement. **Root Cause:** It is difficult for one person to plan all events.

Priority Problem Statements

610

Goals

Goal 1: By May 2024, we will increase the number of students who are likely to pass the RLA STAAR 62% to 72% and likely to pass the Math STAAR 52% to 62% as a result of effective differentiated instruction.

Performance Objective 1: 60% of students will meet or exceed projected growth on MAP assessments by May 2024.

High Priority

Evaluation Data Sources: MAP data

611

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students. **Strategy's Expected Result/Impact:** Student Achievement Data Teacher Observation Data Lesson Plans **Staff Responsible for Monitoring:** Classroom Teachers ICs Principal **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will utilize their Newline board and all available technology to integrate technology into the content areas as a means of enhancing instructional delivery, therefore, increasing the academic performance of all students including those identified as at-risk. **Strategy's Expected Result/Impact:** Student Achievement Data Teacher Observation Data Lesson Plans **Staff Responsible for Monitoring:** Classroom Teachers ICs Principal/AP **Funding Sources:** RAZ Kids, Pebble Go - Title I, A - $2,900, Accelerated Reader - ESSER - $10,000, Summit K-12 - Title III, A - LEP - $7,543				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will provide timely and effective assistance (before and after school, Saturday School, Friday evening school) to all student groups (African American, Hispanic, SPED, EB, ED, 504, Homeless, Migrant) who experience difficulty mastering the state standards using appropriate interventions increasing the academic performance of all students at risk of failing state assessments. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers Principal **Title I:** 2.5 **Funding Sources:** Interventions through After-School Tutorials - Title I, A - $7,000, Interventions through After-School Tutorials - ESSER - $3,000				612

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will continue to increase the effectiveness (rigor, accountability, differentiated) of literacy and math workstations increasing the academic performance of all students including those identified as at-risk. **Strategy's Expected Result/Impact:** Student Achievement Data Teacher Observation Data Lesson Plans **Staff Responsible for Monitoring:** Classroom Teachers ICs Principal/AP **Title I:** 2.6 **Funding Sources:** Materials for workstations - ESSER - $490, Materials for workstations - Title I, A - $2,068				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will conduct goal-setting conferences with each student to discuss goals and strategies to improve in order to increase student ownership of learning. Goals will be monitored each 6 weeks. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers Principal/AP **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: By May 2024, we will increase the number of students who are likely to pass the RLA STAAR 62% to 72% and likely to pass the Math STAAR 52% to 62% as a result of effective differentiated instruction.

Performance Objective 2: 100% of students will receive high-quality instruction resulting in 60% of students meeting the projected growth MAP assessments as a result of needs-based, data driven professional development and recruiting and retaining ESSA qualified teachers by May 2024.

Evaluation Data Sources: MAP data
Teacher Observation Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers and paraprofessionals will attend data-driven professional development facilitated by instructional coaches focused on meeting the specific needs of students and teachers increasing the academic performance of all students including those identified as at-risk. **Strategy's Expected Result/Impact:** Student Achievement Data Teacher Observation Data Lesson Plans **Staff Responsible for Monitoring:** ICs Principal **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Neal Elementary will recruit effective teachers through: hosting methods students and student teachers and attending job fairs. **Strategy's Expected Result/Impact:** 100% Fully staffed with qualified applicants **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Neal Elementary will retain effective teachers through: mentoring program for new teachers, instructional support for all teachers, monthly recognition and celebration of staff, teacher participation in collaborative and professional activities, teacher input in campus decision-making. **Strategy's Expected Result/Impact:** Teacher Retention Rate Teacher Surveys **Staff Responsible for Monitoring:** ICs Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: During weekly lesson design PLCs led by instructional coaches, teachers will plan workstations and will plan for differentiating a minimum of one literacy and math workstation in an effort to improve academic achievement of students failing or at risk of failing state assessments. **Strategy's Expected Result/Impact:** Student Achievement Data Teacher Observation Data Lesson Plans **Staff Responsible for Monitoring:** Teachers ICs Principal **Title I:** 2.4 **Funding Sources:** TI IC - ELA - Title I, A - $72,625, TI IC - Math - Title I, A - $72,625				614

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Arrangements are made to help ensure that all paraprofessionals attain highly qualified requirements. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By May 2024, we will increase the number of students who are likely to pass the RLA STAAR 62% to 72% and likely to pass the Math STAAR 52% to 62% as a result of effective differentiated instruction.

Performance Objective 3: 100% of teachers will effectively monitor and determine appropriate interventions and enrichment to ensure that 60% of students meet the projected growth on MAP assessments by May 2024.

Evaluation Data Sources: Student Achievement Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Student data meetings will be conducted twice per 6 weeks (one focused on meeting the needs of struggling student and one focused on meeting the needs of high-achieving students) and RtI once per 6 weeks. **Strategy's Expected Result/Impact:** Student Achievement Data Discipline Data **Staff Responsible for Monitoring:** Leadership Team **Funding Sources:** - Local Funds - Campus				615

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Part-time Academic Interventionist will serve as the RtI facilitator ensuring that at-risk students' needs are met in a timely manner. **Strategy's Expected Result/Impact:** Student Achievement Data Discipline Data RtI Paperwork **Staff Responsible for Monitoring:** Academic Interventionist Principal **Title I:** 2.6 **Funding Sources:** Academic Interventionist - State Comp - $23,734, Academic Interventionist - Title I, A - $11,426				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Part-time Reading Academic Interventionist will provide pull-out interventions for at-risk students identified through RtI. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Academic Interventionist Principal **Title I:** 2.4 **Funding Sources:** Academic Interventionist - Title I, A - $35,160				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Part-time Math Academic Interventionist will provide pull-out interventions for students identified through RtI. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Academic Interventionist Principal **Funding Sources:** Academic Interventionist - ESSER - $26,021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will provide feedback to ICs regarding district assessments to ensure the validity of student data. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers ICs **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By May 2024, we will increase the number of students who are likely to pass the RLA STAAR 62% to 72% and likely to pass the Math STAAR 52% to 62% as a result of effective differentiated instruction.

Performance Objective 4: 100% of students will develop a life goals plan as a result of increased efforts to produce well-rounded students who are ready to face challenges they face upon graduation by May 2024.

Evaluation Data Sources: Student plans
Student Achievement Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The PE coach will teach health lessons addressing healthy eating, taking care of your body and fitness goals twice per 6 weeks. **Strategy's Expected Result/Impact:** Student Achievement Data Fitness gram data **Staff Responsible for Monitoring:** PE Coach Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The counselor will implement guidance lessons addressing bullying, conflict resolution, violence and drug prevention, and character development. **Strategy's Expected Result/Impact:** Student Achievement Data Discipline Data **Staff Responsible for Monitoring:** Counselor Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The master schedule includes 30 minutes for our daily social skills and Essential Eight lessons. **Strategy's Expected Result/Impact:** Student Achievement Data Discipline Data **Staff Responsible for Monitoring:** Specials Teachers Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: A college fair will be scheduled for the fall semester, and a career fair will be scheduled for the spring semester. **Strategy's Expected Result/Impact:** Student Surveys Student Life Goals Plans **Staff Responsible for Monitoring:** Counselor Principal/AP **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: We will continue increasing the number of extra-curricular clubs/teams for students. **Strategy's Expected Result/Impact:** Student Participation Number of groups Student Achievement Discipline Data **Staff Responsible for Monitoring:** Staff **Funding Sources:** - Local Funds - Campus				

618

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: By May 2024, we will increase our student attendance rate from 95.11% to 95.5%.

Performance Objective 1: Our student attendance rate will increase to 95.5%.

High Priority

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The attendance committee will seek input for attendance incentives and celebrations. **Strategy's Expected Result/Impact:** Attendance Data **Staff Responsible for Monitoring:** AP Attendance Committee **Funding Sources:** - Local Funds - Campus				619

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Parents of students with perfect attendance and no late arrivals will be eligible for incentives. **Strategy's Expected Result/Impact:** Attendance Data **Staff Responsible for Monitoring:** Attendance Committee **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: By May 2024, we will increase our student attendance rate from 95.11% to 95.5%.

Performance Objective 2: Discipline referrals will decrease by 25% by May 2024.

Evaluation Data Sources: Discipline Data
Teacher Observations

Strategy 1 Details	Reviews			
Strategy 1: Staff will use ClassDojo as a positive behavior intervention and use a school store (REGAL Mart) for students to spend their ClassDojo points.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Staff Foundations Team **Funding Sources:** - Local Funds - Campus				620

Strategy 2 Details	Reviews			
Strategy 2: Teachers will teach Essential Eight lessons once per week and REGAL social skills lessons 4 days per week.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Teachers Foundations Team **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
Strategy 3: Staff will implement the REGAL matrix as a tool to communicate expectations.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Staff Foundations Team **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The Foundations Team will seek input for behavioral interventions and ideas for positive reinforcement. **Strategy's Expected Result/Impact:** Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Staff Foundations Team **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: We will create a proactive behavior plan for identified students and a coaching plan for their teachers. **Strategy's Expected Result/Impact:** Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Administrative Team Teachers **Funding Sources:** - Local Funds - Campus				

621

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: By May 2024, we will increase parent participation in learning opportunities by 10% as a result of creating a parent involvement committee.

Performance Objective 1: 100% of teachers will clearly and consistently communicate academic and behavioral performance and progress with parents by May 2024.

Evaluation Data Sources: Title I Audit
Parent Involvement Policy Program Evaluation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will make a minimum of one positive phone call for each student every 6 weeks and will turn in logs at the end of each 6 weeks. **Strategy's Expected Result/Impact:** Phone Log Parent Surveys Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers Principal **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: A copy of the Home School Compact will be completed face to face during the parent conferences held the second six weeks of school and included in each student's take home folder to serve as a reminder of the commitment made by the parent, student and teacher. Compacts will be made available in the language of the home and in multiple formats. **Strategy's Expected Result/Impact:** Completed Home School Compact Parent Surveys Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers Principal **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will conduct and document a parent conference at the end of each 6 weeks for any student failing or not showing academic progress. (Phone conferences or home visits will be completed when necessary.) **Strategy's Expected Result/Impact:** Parent Conference Documentation Parent Surveys Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers Principal **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will utilize ClassDojo to communicate behavioral performance. **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: By May 2024, we will increase parent participation in learning opportunities by 10% as a result of creating a parent involvement committee.

Performance Objective 2: Our school will conduct a minimum of 10 meaningful and needs-based parent learning opportunities by May 2024.

Evaluation Data Sources: Title I Audit
Parent Involvement Policy Program Evaluation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: A parent involvement committee consisting of teachers, parents, and administration will meet on different dates and times to brainstorm and schedule meaningful learning opportunities for parents. **Strategy's Expected Result/Impact:** Parent Sign-In Parent Surveys **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Funding Sources:** SMART Snacks, PFE materials - Title I, A				624

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will partner with St. Andrew's Episcopal Church to implement the Neal Parent Academy which will provide 6 parent trainings focused on parents selected topics. (Morning and evening class scheduled, childcare available, training provided in English and Spanish) **Strategy's Expected Result/Impact:** Parent Sign-in Parent Surveys Discipline Referrals Student Achievement Data **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Funding Sources:** Childcare - Title I, A - $250				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Parent trainings and family engagement activities that provide learning and resources focused on how they can support their child's academic progress at home will be conducted throughout the school year. **Strategy's Expected Result/Impact:** Parent Sign-in Parent Surveys Student Achievement Data **Staff Responsible for Monitoring:** Staff **Title I:** 4.2 **Funding Sources:** Instructional Resources for parents - Title I, A - $809, SMART snacks at PFE activities - Title I, A - $250				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Parents will not only be informed about Title I but they will also be asked to meaningfully participate in the decision-making and evaluation process through the following: Annual Title-I Meeting- More than one meeting at different times and days of the week CPIC Evaluation and improvement of Parent Involvement Policy, Parent Involvement Program and Home School Compact. It will be made available in both english and Spanish for the families. Campus will reduce barriers to participation by providing translation services, childcare, SMART snacks and flexible meeting times. **Strategy's Expected Result/Impact:** Parent Sign-in Parent Surveys **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **Funding Sources:** SMART Snacks, PFE Materials - Title I, A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Parent trainings focused on Kindergarten and 4th grade transitions will be conducted. (Morning and evening class scheduled, childcare available, training provided in English and Spanish) **Strategy's Expected Result/Impact:** Parent Sign-in **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funds - Campus				

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

State Compensatory

Budget for Neal Elementary

Total SCE Funds: $28,784.00
Total FTEs Funded by SCE: 0.81
Brief Description of SCE Services and/or Programs

Instructional coach and interventions specialist will be provided to supplement the regular education program for students identified as at-risk of dropping out of school.

Personnel for Neal Elementary

626

Name	Position	FTE
Instructional Coach	Math support	0.14
Intervention Specialist	ELA interventionist, MTSS Facilitator	0.67

Title I Personnel

Name	Position	Program	FTE
Instructional Coach	ELA support		1
Intervention Specialist	ELA support, MTSS		.33
Intervention Specialist	Reading support		1

627

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	5			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	5			$0.00
1	3	1			$0.00
1	3	5			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	5			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	2	5			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Academic Interventionist		$23,734.00
				Sub-Total	$23,734.00

Title III, A - LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Summit K-12		$7,543.00
				Sub-Total	$7,543.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	RAZ Kids, Pebble Go		$2,900.00
1	1	3	Interventions through After-School Tutorials		$7,000.00
1	1	4	Materials for workstations		$2,068.00
1	2	4	TI IC - ELA		$72,625.00
1	2	4	TI IC - Math		$72,625.00
1	3	2	Academic Interventionist		$11,426.00
1	3	3	Academic Interventionist		$35,160.00
3	2	1	SMART Snacks, PFE materials		$0.00
3	2	2	Childcare		$250.00
3	2	3	SMART snacks at PFE activities		$250.00
3	2	3	Instructional Resources for parents		$809.00
3	2	4	SMART Snacks, PFE Materials		$0.00
				Sub-Total	$205,113.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Accelerated Reader		$10,000.00
1	1	3	Interventions through After-School Tutorials		$3,000.00
1	1	4	Materials for workstations		$490.00
1	3	4	Academic Interventionist		$26,021.00
				Sub-Total	$39,511.00

Bryan Independent School District

Sul Ross Elementary

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Revised/Approved: September 5, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2023, the Sul Ross Elementary CNA Planning Team met on April 19th and May 10th to conduct a comprehensive needs assessment of the entire school. The planning team was made of the following stakeholders parents, teachers, support staff members, and administrators. Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included student, staff and parent surveys, achievement data (MAP, DBAs, STAAR, Circle), attendance, discipline, TAPR, demographics. As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Strong school culture
- Implementation of Foundations and a strong Foundations team
- Decrease in number of discipline referrals
- Raccoon U (intervention block with reading interventionist and tutors)
- Teacher retention rate
- Increase in parent participation in school events

Needs

- Targeted plan for acclimating new students to Ross based on high mobility rate
- Increase participation in Watch DOGS (Dads of Great Students)
- Discipline referrals are not representative of the school demographics
- Improve new teacher mentoring and support to increase new teacher academic and behavioral competencies
- Increase opportunities for students to appreciate differing cultures and view points
- Attendance rate

Due to the needs assessment, a plan for the high student mobility rate, unbalanced discipline referrals and improving new teacher competencies were identified as targeted areas of need. We will continue to build on our strengths by increasing family engagement by promoting Watch DOGS and working to increase student attendance, to continue to grow and improve as a campus for the 2023-24 school year.(Title 1, Element 1)

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

636

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 1: Ross 3rd and 4th grade students will reach 50% Meets level on STAAR Reading and Math in May 2024.

Evaluation Data Sources: DBAs, Benchmarks, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The school will provide the opportunity for all students to meet state standards by providing core content area teachers to increase their competency in the utilization of detailed lesson planning through planning with instructional coaches (PLC) with the inclusion of mastery checks, district assessments and the progress monitoring of student mastery. Grade level representation will be in attendance at district collaborative meetings to ensure a well-rounded education where all (LEP, AA, ED) children meet the state's approaches, meets or mastered levels of performance. **Strategy's Expected Result/Impact:** Increase of reading levels, mastery of grade level content shown on mastery checks, concept checks, concept quizzes, Map testing, DBAs, and STAAR. **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The campus will address the needs of all students, particularly those at-risk of failing state standards with the guidance and monitoring of a reading interventionist, consistent and strong implementation of the RtI process will be used to guide teachers with implementation of intervention strategies that meet the needs of low performing and at-risk students to include guided reading, LLI, Raz Kids, Next Step Forward, Imagine Math, AR, Generation Genius, MAP interventions, and small group instruction to align the number of students receiving special education services to the demographic breakdown while increasing the quality of learning time and help to provide an accelerated curriculum and close the learning gap that occurred during the pandemic. **Strategy's Expected Result/Impact:** Increase achievement of low performing students, close gaps **Staff Responsible for Monitoring:** Instructional Leadership Team, Reading Interventionist **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Reading Interventionist - Title I, A - $62,821				638

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Sped students will receive instruction in the least restrictive environment determined by the ARD committee and according to the IEP to potentially increase the number of students/minutes served in class to strengthen the academic program and increase the amount and quality of learning time for a well-rounded education. **Strategy's Expected Result/Impact:** Increase achievement of special education students **Staff Responsible for Monitoring:** Instructional Leadership Team, Special Education Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The campus will provide effective and timely additional assistance to provide opportunities for a well-rounded education to an increase in the amount and quality of learning times which may include tutoring/in-class support, interventions provided by an interventionist, teachers and tutors will be provided before, during, and after school, as needed, to meet the needs of low performing or at-risk students, including economically disadvantaged, LEP, Hispanic and African American students. **Strategy's Expected Result/Impact:** Increase academic achievement of all student groups **Staff Responsible for Monitoring:** Instructional Leadership Team, Reading Interventionist **Title I:** 2.5 **Funding Sources:** Tutors - ESSER - $20,000, Tutors - Title I, A - $51,714				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Assessment for learning will be on-going and instructional decisions will be based on data from assessments. Use of MAP testing, Mastery checks, Concept Quizzes/Checks, and DBAs with effective and timely additional assistance provided for students, as deficiencies are identified. Reading teachers will utilize guided reading notebooks to include weekly anecdotal notes, monthly running records and a reading tracking sheet to show how students will reach the minimum to recommended reading level. Math teachers will use mastery checks and concept checks to monitor progress. **Strategy's Expected Result/Impact:** Increase student mastery in core contents. **Staff Responsible for Monitoring:** Instructional Leadership, Reading Interventionist				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Identify students who may have a physical or mental impairment that affects one or more major life activity and may be at-risk who may be eligible for 504 accommodations. Progress will be reviewed annually. 100% of teachers will implement the accommodation plan. **Strategy's Expected Result/Impact:** Increase achievement through appropriate accommodation plans **Staff Responsible for Monitoring:** Instructional Leadership, Counselor,				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Combine campus funds, Title 1, SCE, ESSR, and district funds to reduce disparity in performance on state assessments between students in at-risk situations and students not identified as at-risk including the utilization of instructional coaches for teacher development and student intervention to strengthen the academic program. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Instructional Leadership **Title I:** 2.4 **Funding Sources:** ELAR/Math Resources - Title I, A - $13,816, ELAR/Math Resources - State Comp - $25,838, Instructional Coach - Title I, A - $72,625, Instructional Coach - State Comp - $5,050, ELAR/Math Resources - ESSER - $9,286, Instructional Subscriptions - Title I, A - $7,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Create a master schedule that includes time for grade levels to collaborate on lesson plans and the utilization of data to meet the individual needs of students and includes an intervention time called Raccoon U. Explicit guidelines and expectations with a monitoring piece by administration will be utilized for Raccoon U fidelity and effectiveness. **Strategy's Expected Result/Impact:** Maximize instructional minutes and increase academic achievement **Staff Responsible for Monitoring:** Instructional Leadership, Reading Interventionist				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: K-3 certified core content teachers who are new to teaching or Texas will participate in a reading academy throughout the school year provided by the district through TEA to increase teachers competency in the science of teaching reading. **Strategy's Expected Result/Impact:** Increase reading levels of students **Staff Responsible for Monitoring:** Instructional Leadership Team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 1: Through a variety of tier 1 classroom structures and interventions, the students who receive discipline referrals and DMC placements will align with the demographic breakdown of the campus by May 2024.

Evaluation Data Sources: #discipline referrals, DMC log, observation and walkthrough feedback on implementation on PBIS and E8,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The Ross Foundations team will plan, train and monitor implementation of Safe and Civil Schools Foundations and CHAMPS through August PD and additional trainings throughout the year, monthly meetings, data collection with feedback to the faculty and staff. **Strategy's Expected Result/Impact:** Improve school culture to decrease DMC placements which will increase learning time and improve academic achievement **Staff Responsible for Monitoring:** Instructional Leadership, Counselor, Foundations Team				641

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All campus staff and faculty will implement the Essential 8 through modeling and teaching expected behaviors, teaching the daily lessons E8 and social skills lessons, setting behavior goals aligned to social contracts or E8 and recognizing the E8 student of the month. **Strategy's Expected Result/Impact:** Decrease behavior incidents which will increase learning time **Staff Responsible for Monitoring:** Instructional Leadership, Counselor, PBIS Team **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All teachers and staff will begin the year by explicitly teaching students the expectations inside and outside of the classroom. Classrooms will develop social contracts and teachers will use the CKH 4 questions. Classrooms will use a Friends and Family Board, Safe Place, Jobs Board and greet students at the door. Teachers will grow their classroom communities by incorporating affirmations, good things, and "grow the group" activities. **Strategy's Expected Result/Impact:** Decrease in DMC placements which increases learning time that will increase academic achievement **Staff Responsible for Monitoring:** Instructional Leadership, Counselor, PBIS Team				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide a minimum of 8 student groups and/or individual sessions each semester led by the counselor with a focus on specific needs identified through RtI, staff, counselor, parent input. Specific needs may include homeless, suicide prevention/intervention, or dyslexia treatment programs, pregnancy related services, at-risk and migrant students. **Strategy's Expected Result/Impact:** Improved social emotional wellness to increase academic achievement **Staff Responsible for Monitoring:** Counselor				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: District SCE funds will be used to partially fund a counselor who will provide guidance to include career awareness activities to guide educational, personal and career development through guidance lessons to increase the achievement of all students including those who are at-risk of dropping out of school. **Strategy's Expected Result/Impact:** Improved social and emotional wellness to increase academic achievement **Staff Responsible for Monitoring:** Counselor				642

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: The safety Committee will meet monthly to discuss and report any safety concerns brought forth through regular safety inspections, staff or parent concerns. Work orders will be submitted as needed. Practice drills will be held according to district safety standard guidelines. **Strategy's Expected Result/Impact:** Promote a culture and climate of safety as a priority which will directly impact academic achievement **Staff Responsible for Monitoring:** School Nurse				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Guidance lessons will be delivered monthly for a total of 9 lessons provided by the school counselor with a focus on Essential 8 characteristics, Red Ribbon week, and career education to implement strategies to reduce the dropout rate, violence, drug use and improve at-risk student performance. **Strategy's Expected Result/Impact:** Promote a culture and climate of positive character qualities **Staff Responsible for Monitoring:** Counselor				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Students will participate for a minimum of 135 minutes of physical education per week. Students in grades 3 and 4 will participate in fitness gram assessments through the physical education department. **Strategy's Expected Result/Impact:** Promote health and wellness to increase academic achievement **Staff Responsible for Monitoring:** PE Instructor				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Teachers and staff will participate in a minimum of 1 community outreach event before school begins to enhance the family relationship with the school and foster a positive learning environment at Ross. **Strategy's Expected Result/Impact:** Positive school culture **Staff Responsible for Monitoring:** Instructional Leadership Team, Counselor **Funding Sources:** Transportation-Family Engagement - Local Funds - Campus, Teacher Pay-Family Engagement - Title I, A				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Administration will create a Ross Red Carpet Crew for new to Ross students and parents to acclimate them to the school community. The counselor or designee will meet the student and engage the student in a new to Ross lunch group and teachers will have a plan in place to provide support and friendship to new students upon their arrival. **Strategy's Expected Result/Impact:** Incoming new students will acclimate to Ross quickly and focus on learning to increase academic achievement. **Staff Responsible for Monitoring:** Admin, Counselor, Teacher				

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Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: To support students and teachers in creating a safe classroom environment, teachers will attend and implement Safe and Civil Schools Early Stage Intervention and Teacher's Encyclopedia. Administration will support staff with classroom structures through the implementation of Coaching CHAMPS, Early Stage Intervention and Teacher's Encyclopedia through Safe and Civil Schools. **Strategy's Expected Result/Impact:** Increased learning time to increase academic achievement. **Staff Responsible for Monitoring:** Admin				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 1: Retain 80% of teachers and other certified staff each year by providing quality professional development with instructional assistance from instructional coaches as well as mentoring through the Ross Induction Program by May 2024.

Evaluation Data Sources: Number of resignations, quality and quantity of mentoring meetings, Mentor meeting year end evaluation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize a campus based committee of teachers, administrators and/or other stakeholders to interview and hire high quality applicants for openings throughout the campus who will support and fulfill the mission and vision of Sul Ross and Bryan ISD. **Strategy's Expected Result/Impact:** Increase teacher retention **Staff Responsible for Monitoring:** Principal				644

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Professional development will be provided based on CNA, district initiatives and individual teacher and student needs throughout the school year. PD will be provided by instructional coaches, admin or other professionals during weekly PLC meetings, planning meetings, after school sessions, and/or faculty meetings. Teachers may attend trainings outside of the campus if it aligns with the campus and district goals. **Strategy's Expected Result/Impact:** Increased competency in instructional practices to increase teacher retention which will impact academic achievement **Staff Responsible for Monitoring:** Instructional Leadership Team **Funding Sources:** Staff Development Materials Aligned with ESSR - ESSER - $500, Staff Development Materials Aligned with SCE - State Comp - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: New teachers will be assigned a mentor and will attend and participate in the Ross Induction Program (RIP) meetings to increase their knowledge and skills as a support in accomplishing Ross and Bryan ISD expectations so that teachers are successful. **Strategy's Expected Result/Impact:** Increase teacher retention rates **Staff Responsible for Monitoring:** Mentor Teacher Coordinators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will receive stipends if eligible (bilingual, special education, ESL) for hard to fill positions to promote retention rates of teachers. **Strategy's Expected Result/Impact:** Increase teacher retention rates **Staff Responsible for Monitoring:** Principal, District Office				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The Teacher Incentive Allotment (TIA) will be implemented to promote teacher retention through financial rewards and recognition for high quality teaching which will be measured through T-TESS and student growth measures. **Strategy's Expected Result/Impact:** Increase in teacher retention rates **Staff Responsible for Monitoring:** Instructional Leadership Team				

Goal 4: Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 1: Increase attendance percentage from 94.37% to 95% through the education and communication with parents of the importance of attendance in addition to providing meaningful attendance incentives by May 2024.

Evaluation Data Sources: Attendance rates, late arrivals, and early pickups.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The attendance committee will develop a system of rewards and incentives to motivate students and parents to ensure students are in school a minimum of 90% of the time. **Strategy's Expected Result/Impact:** Increase in student attendance **Staff Responsible for Monitoring:** Assistant Principal **Funding Sources:** Rewards - Local Funds - Campus				646

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Individual students and classes will set attendance goals and track their attendance daily. **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Assistant Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Attendance will be systematically monitored. Daily attendance reports will be shared with staff and discussed at monthly faculty meetings to increase staff awareness of attendance. Attendance will be monitored at DVT meetings and results shared with the truancy coordinator. **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Assistant Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Frequent and timely communication with parents will be a priority. Teachers will implement systems of communication with parents or guardians weekly through newsletters, Tuesday folders, and/or Class Dojo. The principal will post a newsletter on Class Dojo and social media. Teachers will begin the year with positive contacts with parents and will conference with parents one time during the fall and additional times if a student is at risk of failing or not meeting grade level reading expectations. **Strategy's Expected Result/Impact:** Increased parent involvement in the students education **Staff Responsible for Monitoring:** Leadership Team, Counselor, Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The Ross Campus Leadership Team will approve portions of the campus plan that address campus staff development needs. **Strategy's Expected Result/Impact:** Relevant and meaningful PD **Staff Responsible for Monitoring:** Principal				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Increase the participation in extra and co-curricular activities. Communicate opportunities to participate in clubs/organizations through newsletters, flyers, Class Dojo, social media, parent link and campus announcements. **Strategy's Expected Result/Impact:** Increased and improved student and parent involvement in school **Staff Responsible for Monitoring:** Leadership Team				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Increase family engagement by incorporating meaningful family engagement activities such as academic nights, fall festival, field day, special lunches, Watch DOGS, and other events to be held at a variety of times that educate parents about the curriculum and/or how they can best support their children at home and at school based on information (needs) collected from parent surveys and observations and input of teachers and staff. **Strategy's Expected Result/Impact:** Improved and increased family involvement **Staff Responsible for Monitoring:** Counselor **Title I:** 4.2 **Funding Sources:** Supplies and materials-Family Engagement - Title I, A - $2,537, Smart Snacks - Title I, A - $300				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: The campus will provide opportunities for parents and community members to jointly evaluate/review the policy and compact and CNA by giving opportunities for feedback to the campus administration on programs, events through surveys parent meetings, CPIC, and email to build program capacity. Policy and compact are distributed at meetings on the website and in the front office. Policies and compacts are available in the parents native language if other than English upon request. **Strategy's Expected Result/Impact:** Increased and improved family engagement **Staff Responsible for Monitoring:** Counselor **Title I:** 4.1 **Funding Sources:** - Title I, A				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Title 1 meetings will be held on different dates and days of the week where the CIP, family engagement policy, compact will be made available to parents and the community. Parents can request to have the CIP translated into the parents native language. Smart snacks and transportation may be made available. **Strategy's Expected Result/Impact:** Increased and improved family involvement in the school **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **Funding Sources:** - Title I, A				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: The implementation of student lead conferences will occur during the fall semester. Students will lead parent teacher conferences by preparing and sharing information related to academic and social/emotional progress. **Strategy's Expected Result/Impact:** Increased student ownership in his/her education **Staff Responsible for Monitoring:** Principal, Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 1: Ross students will perform at or above a growth raw score of 72 on STAAR math and reading in Domain 3 through aligned tier 1 instruction and targeted tier 2 interventions by May 2024.

Evaluation Data Sources: DBAs, Benchmarks, MAP, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will set goals with students individually on AR, DBA, Benchmarks, MAP, Imagine Math and STAAR with a focus on Meets and Mastered levels of mastery. **Strategy's Expected Result/Impact:** Increase academic achievement **Staff Responsible for Monitoring:** Instructional Leadership Team				649

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Promote a love of reading by establishing a reading committee to develop a system of initiatives to promote literacy to include AR incentives, book talks, reading nights, book character day, authors visits, and Texas Reads One Book. **Strategy's Expected Result/Impact:** Increase reading performance levels **Staff Responsible for Monitoring:** Reading Interventionist, Librarian **Title I:** 2.6 **Funding Sources:** Incentives - Local Funds - Campus - $700, Library/Classroom Library Books - Title I, A - $10,000 , Library/Classroom Library Books, Texas Reads One Book - ESSER - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Instructional technology will be integrated into the curriculum via classroom PD and included in planning PLC. Updated or current technology will be available to strengthen the academic program, increase the amount of quality learning time and provide an enriched curriculum including activities to provide a well-rounded education. **Strategy's Expected Result/Impact:** Increase student academic achievement **Staff Responsible for Monitoring:** Instructional Leadership Team **Funding Sources:** Student computers, iPads, Doc Cams - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will provide enriched instruction for gifted and high achieving students. Gifted students will receive enriched instruction through a pullout program with a GT coach. Projects will be displayed at the annual Sul Ross GT Showcase to be held in April. New teachers will participate in the 30 hour GT training required by TEA. **Strategy's Expected Result/Impact:** Increase in meets and masters levels on STAAR **Staff Responsible for Monitoring:** GT Coach				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The instructional leadership team will participate in weekly planning PLC meetings and provide feedback on the implementation of best practices that can be implemented in the classroom. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Instructional Leadership Team				650

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Continue the district Explore program for highly gifted students to meet the unique needs of this demographic. **Strategy's Expected Result/Impact:** Increase student achievement at meets and masters levels **Staff Responsible for Monitoring:** Assistant Principal				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Train teachers on and implement the Total School Cluster Model of grouping students and creating rosters that promote student academic growth. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Leadership team, teacher				

No Progress


Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
2	1	2			$0.00
2	1	9	Transportation-Family Engagement		$0.00
4	1	1	Rewards		$0.00
5	1	2	Incentives		$700.00
5	1	3	Student computers, iPads, Doc Cams		$0.00
				Sub-Total	$700.00

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State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Instructional Coach		$5,050.00
1	1	7	ELAR/Math Resources		$25,838.00
3	1	2	Staff Development Materials Aligned with SCE		$2,500.00
				Sub-Total	$33,388.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Interventionist		$62,821.00
1	1	4	Tutors		$51,714.00
1	1	7	ELAR/Math Resources		$13,816.00
1	1	7	Instructional Subscriptions		$7,000.00
1	1	7	Instructional Coach		$72,625.00
2	1	9	Teacher Pay-Family Engagement		$0.00
4	1	7	Smart Snacks		$300.00
4	1	7	Supplies and materials-Family Engagement		$2,537.00
4	1	8			$0.00
4	1	9			$0.00
5	1	2	Library/Classroom Library Books		$10,000.00
				Sub-Total	$220,813.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Tutors		$20,000.00
1	1	7	ELAR/Math Resources		$9,286.00
3	1	2	Staff Development Materials Aligned with ESSR		$500.00
5	1	2	Library/Classroom Library Books, Texas Reads One Book		$10,000.00
				Sub-Total	$39,786.00

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Bryan Independent School District

Jane Long Intermediate School

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the Spring 2023, meetings were held to give input into our campus improvement plan. The meetings were attended by staff, community members, and parents. This plan is the result of those meetings.

Strengths: There are staff on the campus who are passionate about student. More parents participated in events and engaged with staff more than has happened in the past. We have teachers growing students!

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Needs: The campus needs to be intentional on having an instructional focus.

Conclusions drawn - Jane Long plans to address the needs of all students, particularly the needs of low achieving students, emergent bilinguals, and those at-risk of not meeting state standards through student services, mentoring, and innovative teaching methods such as teaming and individualized student intervention plans.

(Title I Element 1)

Demographics

Demographics Summary

Jane Long Intermediate is a 5th and 6th grade intermediate school for the 2021-2022 school year. We are projected to have approximately 1,100 students enrolled at JLIS in the 2021-2022 school year with the following demographics:

88% - Economically Disadvantaged

78% - At-risk, with the most common qualifier being failing state assessment

67% - Hispanic

18% - African American

12% - White

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3% - other ethnicity

91 - Gifted & Talented (8% of campus)

540 - Limited English Proficient (LEP), (45% of the campus)

480 - Bilingual (40% of the campus)

191 - Special Education, (16% of the campus)

Overall student enrollment is projected to decrease slightly and the demographics and participation in special programs are rising slightly in some areas (at risk, special education and economically disadvantaged).

The district student mobility rate was 20%. Exit data for both Special Education and LEP show few exits. Our student attendance hovered around 96% which was higher than the overall district average and the highest for the intermediate schools. We have 30 students who are projected to be homeless during the 20-21 school year. JLIS has a high population of ELL, LEP and Bilingual students. JLIS will host the Intermediate school NAC (New Comer Arrival Center) for the district. ELL, LEP and Bilingual students are supported through various programs such as Seidlitz and the NAC center. Teachers who teach bilingual students are bilingual and/or ESL certified. New students and parents will go through a brief virtual orientation, which includes a tour of the school, with their counselor and assistant principal and their teachers (information is presented in the home language). The LPAC coordinator assists in creating a transition plan with all students who are new comers. Because of the diversity of the campus, translators are available at all campus activities and meetings. Translation devices are also used at all parent meetings.

Demographics Strengths

Based on input from our CPIC committee and review of student and staff data, these are our celebrations:

LEP, ELL and Bilingual students have been supported through our programs at Jane Long.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance is below 96% at the campus level. **Root Cause:** Families often lack transportation if they miss the bus, do not have a ride, etc. On the student side, students often lack motivation to attend. Families often don't associate the impact attendance has on learning.

Problem Statement 2: We have an achievement Gap Between AA, SPED and ED, where African American, SPED and ED students perform at a significantly lower academic level than other subpop groups. These subpop groups also have low attendance rates when compared to other subpop groups. **Root Cause:** All staff (teachers, paraprofessionals and support staff) need additional cultural awareness training to improve skills in working with students who come from various and diverse backgrounds

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Student Learning

Student Learning Summary

Due to the academic gap that was created by the closing of school in the Spring Semester of 2019-2020 due to Covid 19, the current areas of concern are determined by reviewing the BISD DBA and Benchmark Data. Across all tested content areas, minimal growth occurred and there was a lack of participating in school. Intervention and enrichment will continue to be a focus throughout the school year to provide for more individualized instruction for students. Sub-populations of EL and African Americans continue to be our lowest areas and will remain a targeted focus for small group instruction within all tested content areas. The campus has focused on looking at data for student growth. Each subject department utilizes campus data to identify students targeted learning standards for small group or individualized instruction. This leads the campus to set goals for the 2021-2022 school year focusing on the following three sub populations in all tested areas: English Learners, Special Education, and African Americans. The campus will continue to focus on improving reading and math for all students as well as provide meaningful and engaging activities to encourage growth in all academic areas. During 2021 the campus focused on individual student data tracking and holding students more accountable for their personal learning. There will be a targeted focus on teacher professional development to increase effective Tier 1 instruction. RTI structures will be put into place. We will begin the year with targeted intervention (Imagine Math, Guided Reading, PearDeck, Compass Learning, Read180/System 44, LLI, tutors and intervention specialists and teacher based math and reading intervention through a designated RTI time in reading and math class. Teachers will also begin to implement social skills instruction into their classes where students are struggling behaviorally. Students who need intervention (through RTI identification) will be placed into math or reading RTI and will work in small group face to face intervention sessions that will include the use of hands on/manipulative materials such as dictionaries. Students who master the grade level will also be provided RTI to enrich and further their knowledge through Ed Puzzle, book study, technology, foreign language, Makerspace activities and lesson extensions.

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Student Learning Strengths

Based on input from our CPIC committee and review of student and staff data, these are our celebrations:

Reading and Math celebrations - all students were able to take the STAAR test so we have good data on where our students have gaps.

Overall academic celebrations - many interventions were put into place to stop the backward slide of student academic performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 5th and 6th Grade Math performed at a much lower level all year than it has in prior school years (Fell in approaches grade level, in meets grade level and masters grade level.) **Root Cause:** We had a number of teachers in 5th and 6th grade math who needed content knowledge training and professional learning. They were changing the curriculum to meet teacher needs not student needs. We also had a high number of SPED students in our math classes. Basic fact knowledge is still a struggle with many 5th grade students.

Problem Statement 2: 5th and 6th Grade Reading performed at a much lower level all year than it has in prior school years. **Root Cause:** Lesson structure & pacing is still an area of need for teachers due to double block of teaching in 5th grade being reduced to one period in 6th grade. There is also a lack of emphasis on reading skills in general with the current curriculum. Reading is a content that usually has a lack of student motivation. Guided reading is not implemented so that students an practice their reading skills

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Jane Long core teachers have a common planning period each day. They plan collaboratively with their content departments once a week. Planning is used to progress monitor, offer PD, offer trainings, dig in data, create lessons, design instruction that focuses on student learning and engagement etc.) Instructional coaches and administrators are present during planning. Creation of teacher made, as well as district assessments (which are aligned with STAAR standards) continue to be a focus area. Teachers also participate in a lesson design institute once a month at Jane Long outside of the school day where they can plan rigorous lessons that connect STAAR readiness and supporting standards with the curriculum framework. Instructional coaches provided additional support by monitoring instruction in the classroom and providing feedback to teachers. Curriculum is developed by the district and is aligned to TEKS, ELPS and CCRS. Curriculum delivery and implementation is monitored by administrators, campus instructional coaches and district instructional coaches.

Personnel

660

100% of teachers are high quality and paraprofessionals are highly qualified. There were 9 classroom teachers that were new to the campus for the 20-21 school year. Due to the addition of a bilingual and dual language program at JLIS, student needs were considered as staff was selected and placed into the various positions. All staff members received CHAMPS and PBIS training. Teachers also received training for and are using PBIS rewards as the positive incentive tracking system for students. New teachers were assigned a mentor to work with. Professional development was held through virtual meetings along with a once-a-month meeting after school on Wednesdays. As the needs of the campus have changed, professsional development will be held to increase and improve the cultural intellect of our staff such that student academic performance is improved. Administrators and Instructional Coaches conducted weekly walkthroughs to ensure that PD content was successfully being implemented in classrooms. Model teachers were used as resources for new and/or struggling teachers. Core area content teachers were grouped by team (a math, science, social studies and ELA teacher) and met 2 times a week to discuss student progress and were also grouped by core and met twice a week to plan lessons. JLIS has 3 counselors that provide counseling services to students and parents. Our counselors conduct interest surveys, create and implement lessons on post-secondary opportunities, introduce financial planning, and assist students in learning how to fill out applications (for programs, college, work, etc.) Counselors also assist in creating personal graduation plans for students. These plans help students monitor their progress towards graduation and post-secondary education.

Family/Community Involvement

Parents completed a parent survey in Fall 2019. The survey was sent to 1250 parents/families. Few parents responded to the survey despite multiple reminders being sent using Parentlink and social media. Overall results indicate the parents feel welcome in the school, that communication is somewhat effective and that the teachers are supporting their child's learning. Teachers contact parents frequently through phone calls and emails. Administration has increased the number of home visits conducted this year in an effort to increase parent involvement. Parents can become involved by volunteering, being on the CPIC or PTO committees, and are welcome on campus any time. Activites for parent involvement may happen throughout the year as state guidelines for Covid-19 change. Jane Long maintains a FaceBook page and uses social media to help reach parents. All information is translated into the home language. Guest speakers from the community are invited to speak to the students about different professions, vocations and college requirements throughout the school year.

School Context and Organization

The focus at the campus is student academic achievement. Teachers are committed to implementing district curriculum and teaching strategies to ensure that all students are learning. Core teachers have planning time to ensure that they have time to analyze and use student data to make informed decisions in their classroom. Teachers (campus wide) have input in decisions on campus. Each core team has a team leader. The team leader meets with all team leaders, counselors, instructional coaches and administration once a month. Duty rosters are developed by the principal and given to the staff for feedback. The master schedule ensures that students are receiving the maximum amount of time they can in classrooms. The campus utilizes prime time to ensure that student learning time is protected.

Technology

Students have technology accessible both through campus classrooms and libraries and also through the use of their personal devices. Instructional materials are approved by the district instructional materials coordinators. Laptops, desktop computers and ipads are available for student use. Document cameras, projectors and programs such as PearDeck are used to facilitate student learning. We have a parent kiosk in the lobby area of the school for parent use. Students have access to the computers before, during and after school. Students complete an internet safety class early in the school year. Overall, technology is used to provide opportunities for student reading and math intervention through small group instruction. Technology is also used for enrichment activities for students who do not need intervention as a way to extend their learning. Each year, our technology is evaluated and damaged/nonfunctional equipment is replaced.

School Processes & Programs Strengths

Based on input from our CPIC committee and review of student and staff data, these are our celebrations:

Celebrations - Planning meeting scheduled twice a week to allow for staff to begin to understand content needs and to drill down to the amount of extra support each student needs. 601 Data meetings after each DBA and Benchmark also proved to highlight areas where students needed additional instruction. 100% of staff (both professionals and paraprofessionals) are highly qualified. Communication with parents through phone, email, and Tuesday Folders. A continued focus on student achievement through progress monitoring. New technology is purchased yearly - this year we replaced 300 laptops.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: JLIS does not address missed or lacking progress standards with at-risk students. **Root Cause:** Teachers and staff do not have the necessary background to understand how the process standards tie in with the TEKS.

Problem Statement 2: JLIS has a low percentage of parents who participate in activities and at -risk student populations are underrepresented in parent involvement. **Root Cause:** Parents do not feel comfortable coming into the school and talking with teachers.

Perceptions

Perceptions Summary

Overall students describe the campus as being a positive place to learn. Structure has been greatly increased throughout the campus to address needs as they arise.

We processed 1200+ referrals during the 2019-2020 school year. This was a significant increase in the overall number of processed referrals. 70% of the referrals written were for infractions that happened in the classroom. The top referral codes were for Action causing a disruption, serious disruption and failing to follow a directive (50% of total referrals). 96% of the total number of offenders participate in free or reduced lunch. A more structured environment was put into place as a needs assessment revealed that a large number of discipline referrals were occurring during unstructured times.

Our Campus PBIS team works throughout the year to build a discipline plan that works with our student population. Great effort has been made to reteach common discipline procedures frequently.

Safety Audits reveal that we are an overall safe campus where students can learn.

662

There are many campus activities that promote wide-spread student participation. Pre- Athletics are overall inclusive activities along with Band,Choir, Orchestra, Art and Drama. Jane Long also has a Kickstart program which is inclusive to all students who wish to participate. Teachers also initiate activities throughout the year to help involve students such as Minecraft club, Pokemon club, chess club, UIL, Infinity club, technology club, summit activity club, game club, book club, art club, etc. The campus goal is to include as many students as possible.

Perceptions Strengths

Based on input from our CPIC committee and review of student and staff data, these are our celebrations:

Discipline celebrations - Big improvement from last year to this year, PBIS rewards app was used at a higher rate this year. There is a high number of staff using CHAMPS, making strides with some students with alternative consequences being used (parent shadowing, saturday detention, etc). We are also making strides with students being motivated by the use of a Positive Behavior Intervention and Supports "store" to earn points for positive behavior and being able to purchase prizes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline incidents in classrooms and during passing are high and teachers struggle with knowing how to respond to moderate to severe discipline disruptions. **Root Cause:** We lack accountability and consistent procedures for behavior specialists and other staff during critical times, like hallway transitions, restroom monitoring, cafeteria lunches, and classroom response times. Teachers report inconsistency with DMC I and II staff - student work is a huge issue. Classroom vs Office managed behaviors is still very unclear to many staff. Consequences in DMC do not always change student behaviors. Classroom interventions when CHAMPS is not working is a high need for professional learning.

Problem Statement 2: Some student populations are underrepresented in their participation in school activities. **Root Cause:** There are a lack of culturally diverse activities which could include more of the student population.

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

664

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Improve the academic performance of each individual student by providing a strong, structured environment of accountability and support.

Performance Objective 1: Long will support the effective implementation of the district curriculum in every classroom. We will improve, supplement and enhance the Bryan ISD viable curriculum that is being taught across all content areas in order to meet the needs of all students and those identified as at-risk as measured by a 2% growth at all performance levels in all STAAR tested areas to be evaluated by May 2024.

Evaluation Data Sources: Lesson plans
Planning feedback and progress
Campus Assessment Data
District Assessment Data (including benchmarks)
State Assessment Data

666

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Long will analyze campus, district and state assessments to identify standards of struggle for at-risk students in each grade level. Based on analysis, campus team will develop classroom/student interventions needs and to provide opportunities for all students to meet state standards.. **Strategy's Expected Result/Impact:** Campus Based Assessments District Based Assessments State Assessments **Staff Responsible for Monitoring:** Instructional Coaches Teachers Assistant Principals Dean of Instruction Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Dean of Instruction - Title I, A - $26,463, Instructional Coach - State Comp - $141,350, Dean - ESSER - $68,030, Instructional Coach - Title I, A - $246,925				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide opportunities for all students, particularly those at-risk of failing state assessments and at-risk of dropping out of school, by supplementing the BISD viable curriculum across all departments by purchasing and utilizing the following programs: AVID, Seidlitz, Tutors, Interventionists, Technology resources, Imagine Math, USA Test Prep, EdPuzzle, Compass Learning, PBIS rewards, Read 180, System 44, LLI, supplemental novels, supplies to enable teachers to utilize differentiated instruction/ACE strategies that supplement curriculum. **Strategy's Expected Result/Impact:** Lesson Plans Campus Based Assessments District Based Assessments State Assessments Higher student achievement in core content areas **Staff Responsible for Monitoring:** Instructional Coaches Reading Specialist Teachers Assistant Principals Dean of Instruction Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional resources - ESSER - $15,125, Motivation Reading and Math - Instructional resources, ELPS Strategies - Instructional resources - Title I, A - $17,117, Tutors - State Comp - $43,987, Tutors - ESSER - $18,804, Tutors - Title I, A - $32,625, Technology resources - Title I, A - $21,383, Instructional resources - State Comp - $18,617				667

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will participate in daily planning meetings to discuss data-driven lesson design, student progress, curriculum scope and sequence, TEKS deconstruction, and common assessments. Teachers will be supported in applying interventions to help individual low achieving students to ensure that all students meet the state's proficient and advanced levels of performance. **Strategy's Expected Result/Impact:** Collaborative planning agendas and meeting notes Lesson plans Higher student achievement More defined and targeted lesson delivery **Staff Responsible for Monitoring:** Classroom teachers, Assistant principals, Principal, Dean of Instruction, Instructional Coaches, ELL specialist, **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Supplemental Curriculum materials for effective planning - Local Funds - Campus				668

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers, instructional coaches, dean of instruction ,counselors and administrators will develop lessons in coordination/ integration with other federal, state and local services, resources and programs to provide comprehensive, well-rounded support and improvement activities related to violence prevention, nutrition and conflict resolution to support at-risk students. Social Skills instruction will be put into place to assist students with their SEL learning. **Strategy's Expected Result/Impact:** Office Sign-Ins SCE documentation eschool reports **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Instructional Coaches **Title I:** 2.5 **Funding Sources:** - Local Funds - Campus, Teaching Social Skills to Youth - Book study - Title I, A - $1,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers, instructional coaches, dean of instruction,counselors, community resources and administrators will provide interventions related to drug use prevention to support at-risk students and will provide interventions, lessons and information about college and career readiness and CTE programs to support and inform at-risk students in order to provide a well rounded education. **Strategy's Expected Result/Impact:** Office Sign-Ins SCE documentation eschool reports **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Instructional Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				669

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Fitness assessment data and other indicators recommended by SHAC will be used to help ensure that students are reaching required moderate or vigorous physical activity. **Strategy's Expected Result/Impact:** Walkthrough Data TTESS data Student fitness data **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Instructional Coaches Counselors Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Teachers will teach Internet safety and appropriate use of technology to all students, including at-risk, to support the appropriate use of technology throughout the year. **Strategy's Expected Result/Impact:** Completion of computer/internet safety lesson. **Staff Responsible for Monitoring:** Teachers Assistant Principals Principal **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Relational capacity will strengthen between the school community, families, employees and students

Performance Objective 1: A highly effective workforce will be recruited and retained by 80% to support student success by May 2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Support the District's recruitment plan to ensure the hiring of quality individuals for Long, while also creating an environment that is conducive to retaining effective employees. **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Staff including teachers, counselors, administrators, paraprofessionals, and behavior specialists will participate in professional development that will serve to increase and improve the cultural intellect of the staff such that there is a positive impact on student academic performance. **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

671

Goal 2: Relational capacity will strengthen between the school community, families, employees and students

Performance Objective 2: Long will encourage strong campus culture and climate through intentional focus on the value of each staff member, student, and family relationship by increasing parent and family engagement by 10% by May 2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Long will involve a significant number of parents in the evaluation/review of the campus needs assessment by offering more than one meeting at different times and days of the week during the Spring to help insure more parents are able to attend. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Funding Sources:** - Title I, A				672

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Long will involve parents in the review/development of the campus plan and campus Title I and State Compensatory budgets each Spring at the final CPIC meeting of the year. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Funding Sources:** - Title I, A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Long will involve a significant number of parents in the evaluation/review of the parent and family engagement policy and compact by offering more than one meeting at different times and days of the week during the Spring to help insure more parents are able to attend. We will also include parent nights to involve students and families and provide instruction and materials for take-home activities. These activities will include nights such as Literacy Night, Math Night, Intermediate Night, and Science Night. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Title I:** 4.1 **Funding Sources:** Snacks to encourage attendance and meeting materials - Title I, A - $1,796, Family Meeting Materials - Title I, A - $500				673

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Long will train staff (teachers, pupil services personnel, principals) on the value of parent and family engagement in at a training held at the beginning of the school year. Parent surveys will be used to provide parents an opportunity to have input on the content of the training. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Funding Sources:** - Title I, A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Long will hold two Title I annual meetings at different times and days of the week during the Fall to help insure more parents are able to attend. At the meetings, the campus family engagement policy and campus improvement plan will be made available in understandable languages and multiple formats (digital and print copies). **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Title I:** 4.1 **Funding Sources:** Snacks to encourage attendance, meeting materials - Title I, A - $1,795				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Long will make available to parents and families the School-Home compact in multiple formats and understandable languages. Compacts for 5-6 grade will be shared with parents at parent-teachers conferences held during the month of October. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Funding Sources:** - Title I, A				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Ensure all students are equipped with the necessary tools for postsecondary success.

675

State Compensatory

Budget for Jane Long Intermediate School

Total SCE Funds: $203,954.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Instructional Coaches, Tutors, Instructional resources to provide services for students identified at risk of dropping out of school

Personnel for Jane Long Intermediate School

676

Name	Position	FTE
Instructional Coach	IC	1
Instructional Coach	IC	1

Title I Personnel

Name	Position	Program	FTE
Dean	Dean of Instruction	Instructional Support	.28
Instructional Coach	IC	Instructional Support	3
Instructional Coach	IC		1

677

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Supplemental Curriculum materials for effective planning		$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
2	1	1			$0.00
2	1	2			$0.00
				Sub-Total	$0.00

678

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$141,350.00
1	1	2	Tutors		$43,987.00
1	1	2	Instructional resources		$18,617.00
				Sub-Total	$203,954.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Dean of Instruction		$26,463.00
1	1	1	Instructional Coach		$246,925.00
1	1	2	Motivation Reading and Math - Instructional resources, ELPS Strategies - Instructional resources		$17,117.00
1	1	2	Technology resources		$21,383.00
1	1	2	Tutors		$32,625.00
1	1	4	Teaching Social Skills to Youth - Book study		$1,500.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3	Family Meeting Materials		$500.00
2	2	3	Snacks to encourage attendance and meeting materials		$1,796.00
2	2	4			$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	5	Snacks to encourage attendance, meeting materials		$1,795.00
2	2	6			$0.00
				Sub-Total	$350,104.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Dean		$68,030.00
1	1	2	Instructional resources		$15,125.00
1	1	2	Tutors		$18,804.00
				Sub-Total	$101,959.00

Bryan Independent School District

Sam Rayburn Intermediate School

2023-2024 Campus Improvement Plan

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

680

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

681

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Revised/Approved: April 13, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The Rayburn 2023-2024 CNA was developed by a diverse team, including parents, staff, teachers, administrators, community members, special education staff, business owners, paraprofessionals, and pupil support personnel. The meetings were held on February 23 and March 28, 2023. Areas examined included demographics, student learning, school processes and programs, and perceptions. The team reviewed improvement planning data, accountability data, student performance and attendance data, employee data, parent/community data, and support systems. The 2023-2024 CNA was developed as a result of this review.

Emerged Strengths

- A strong focus remains on areas of attendance celebrations for critical sub-populations, parent & family outreach, and engagement
- Two state distinctions were earned in the areas of math and science
- Frequent disaggregation of discipline structures with encouragement pushed through the use of a point reward system
- One-to-one technology which teachers use daily to work with students to increase academic achievement
- Parents responded that the school communicates and notifies guardians effectively and they feel comfortable talking to staff about their child

Identified Needs

- Closing achievement gaps between student with special education supports with their general education peers
- Accountability score of 68 was received in Closing the Gap
- Absenteeism continues to be an area of concern
- Additional tools and resources are needed to help students with social and emotional needs (SEL)

The CNA planning team worked diligently to create a plan of action that will ensure student success and a positive culture and climate for Rayburn students and staff. To produce continuous improvement across all grade levels and student demographic populations, absenteeism, closing the achievement gap, and SEL will be our targeted areas. We will continue to grow in the implementation of high-quality instruction, strong discipline procedures, effective staff, choice offerings of school programming and extracurricular options for the 2023-2024 school year (Title I, Element 1).

Demographics

Demographics Summary

Rayburn Intermediate is a 5th and 6th grade campus with students who range in age from 10-13. Rayburn continues qualify as a Title I campus with over 74.08% of our students qualifying for free or reduced lunch. With approximately 1173 students, our faculty and staff demographics are disproportionate in some areas to the student demographics, such as the Hispanic teacher percentage being 15.6% and student population of ethnic distribution being at 53%. However, the demographics in the African American teacher group with 13.7% of teachers more closely mirrors the 19.3% of students in this ethnicity group. Our student diversity is approximately 53% Hispanic, 19.3% African-American, 24.47% White, and other populations comprising less than 4%.

In our community, the average median household income is $46,813. The poverty rate as of the census bureau from 2020 is 23.2%, with the National average being at 12.8%. A variety of job opportunities and professions exist in the community including those in the medical field and the college systems.

Rayburn parents work in real estate, own companies, work in landscaping, Education, law enforcement, TAMU, grocery stores, painting/carpentry, or the medical field. Rayburn has many Spanish-speaking families and many of our school programs are based on this specific area of language need.

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Demographics Strengths

- 21.4% of teachers have a Masters degree.
- Diversity provides cultural enrichment for Rayburn. We celebrate diversity within staff and student populations as they closely resemble each other.
- Demographics for African American teachers closely mirror the AA student population.
- A strong focus continues for attendance growth for all subpopulations.
- Rayburn has a strong Bilingual program with a fully certified staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students with specialized programming needs (504, SpEd, at-risk, ED, and related sub populations) have a lower attendance rate and arrive later to school than their peers, impacting students' grades and test scores due to missed instruction. **Root Cause:** Chronic absenteeism due to mental health concerns, anxiety, and lack of motivation to attend school.

Problem Statement 2: Students who receive Special Education resource supports are not receiving the same amount of TIER 1 instruction as the general education population. **Root Cause:** Due to the need for students to work on IEP goals, students are pulled from the general education setting. The percentage of students qualifying for resource support at Rayburn is higher than the district and state average.

Problem Statement 3: Student engagement and motivation in Economically Disadvantaged and At-Risk populations is at a lower percentage than their grade level peers. **Root Cause:** Loss of instructional time in the classroom for low SES and at-rist populations due to a lack of role models in the home and higher rate of disciplinary consequences.

Problem Statement 4: The sub-populations of students receiving special programming, AA, Hispanic, economically disadvantaged, and at-risk students are performing below the campus performance rate on the state assessments in the areas Meets and Masters Grade Level. **Root Cause:** The Opportunity gap is affected by special programming needs, cultural importance placed on education, language, economic factors, and family situational barriers.

Student Learning

Student Learning Summary

The STAAR data from the 2021 and 2022 assessments was reviewed and the committee continues to focus its efforts on closing the gaps for our students. Rayburn and Bryan ISD utilize MAP assessment data throughout the school year to monitor progress toward improving student achievement and determine areas of need. Rayburn will maintain the focus on improving Tier I instruction in the classroom and utilize strand specific MAP data to identify small differentiated instruction groups. Tier II interventions for the MTSS system will be conducted primarily during Intervention/Small group instruction in order to limit the amount of time students are pulled away from the general instructional environment. Staff are utilizing Branching Minds to document the MTSS process and will coordinate the teacher and data management software to promote effectiveness in progress monitoring and efficiency in PLC meetings. Based on the TEA School Report Card, Rayburn received an 83 out of 100 for school progress, which measures how much students are learning in each grade and whether they are ready for the next grade. Rayburn also received two distinction designations for academic achievement in Mathematics and Science, which show exceptional achievement in these areas. 685

Student Learning Strengths

1. EB Learners are scoring at the 79% Approaches Grade level on STAAR assessments, which is 4% higher than the campus average.
2. On the Reading STAAR, 5th grade went up 3% and the 6th grade went 8% in students who scored Approaches.
3. On the 6th grade Math STAAR assessments, all scoring levels increased. The percentage of students who scored at least at/or Approaches grade level or above, went up from 70 to 72 from 2021 to 2022 . In the Meets category, the scores were from 36% to 40%. In the Masters category, the percentage went from 18 to 20.
4. Rayburn received two distinction designations for Math and Science. This was due to 20% of students scored in the Masters level which higher than the state and district averages.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students with SPED supports are performing below their peers. In 2022, students with Special Education supports in 5th Reading scored 44% at approaches, while the campus average was 79%. **Root Cause:** Students with Special Education supports who have Resource for Reading are not receiving the same amount of TIER 1 instruction as their peers.

Problem Statement 2: Teachers need professional development and strategies to develop instruction for implementing a variety of culturally and linguistically responsive interventions and enrichment activities to close the gaps. **Root Cause:** There is a limited time during the school day to provide professional development on how to close the achievement gaps.

Problem Statement 3: 5th grade STAAR scores decreased in Math but increased in Reading. **Root Cause:** Read 180 intervention program is available year to year but there is not a comparable program for Math that is implemented as a class period that addresses new skills introduced each year.

Problem Statement 4: There was an 8% decrease in Science STAAR scores in the 5th grade in 2022. **Root Cause:** Tier 1 instruction was not effective for all students. There was a significant amount of teacher turnover rate for the 2021-2022 school year.

School Processes & Programs

School Processes & Programs Summary

The Rayburn Administrative team consists of one Principal, on Dean of Instruction, two Assistant Principals, one Assistant Principal/Student Specialist and three Counselors. The Rayburn Intermediate Staff consists of more than 90% who are highly effective teachers and in the TIA program. Rayburn offers a variety of programs and enrichment activities for students which include: HB4545 Reading and Math interventions, Dyslexia Services, Advanced Classes and Learning Academies, ESL, Bilingual, and Special Education supports and services, Electives to include, Art, Music, Band, Orchestra, Choir, and Athletics programs. Rayburn offers many opportunities for teacher leadership through UIL and after school clubs, such as dance, art, yoga, robotics, and many more.

Content teacher teams work collaboratively through PLCs and planning to develop proficiency maps, assessments, and high quality lessons which identify and focus on high impact/essential TEKS and learning targets. Learning goals are assessed and students are provided intervention and extensions as a result. There is a need for student supports and interventions at the Tier 2 & 3 levels for behavior. A leveled behavior and academic plan has been implemented through RtI in the Branching Minds program. A priority for this school year and next includes establishing a strong, calibrated MTSS with multi-level interventions and data-driven decisions. Additional campus training will need to be conducted to provide clear communication regarding student discipline and positive behavior supports. Another priority is to implement Social Skills lessons provided by School Counselors that are focused on behavior topics.

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At Rayburn, teachers use CHAMPS to give clear and concise classroom expectations. The CHAMPS acronym explains how each part of the lesson activities and group structures should look based on Conversation level, how to ask for Help, what Activity students will be completing, how they are to Move around the classroom, and how students show their Participation. When applying all of these CHAMP components, students will see Success.

Attendance is a concern for Rayburn. To date there are 15% of students who are chronically absent. During the 3rd six weeks, there were 2,099 documented absences. A system for monitoring attendance of students will be refined this school year yielding a higher impact on student attendance and achievement. It is a recommendation that attendance incentives for students, classes, grade levels, and staff be implemented in addition to PBIS points.

All Raider staff members are involved in PBIS committees that continuously promote the positive school climate and culture that exists. The Positive Behavior Interventions and Supports (PBIS) Committees are an active part of the overall school system that meets regularly to improve student performance through promoting academics, excellence in character, attendance, behavior, providing motivation, positive incentives, and overall social well being of students and staff. This year, a Foundations Team of Rayburn teachers and staff was established to continue to improve our RISE UP structures and further improve daily routines and procedures to have a more consistent school-wide approach.

School Processes & Programs Strengths

1. Rise Up Structures - new Foundation team has improved and made expectations more consistent across campus.
2. Core teachers have a common planning/PLC period. This time is used to disaggragate data, progress monitor, offer instructional strategies training, and focus on student engagement and learning.
3. Cultural Activities to improve school culture and climate. PBIS Campus Committees add value to the campus through the organization of events, systems, student incentives, staff incentives/activities, and other areas of need on the campus that improve the overall climate and culture of the campus.

4. Opportunities for teacher leadership (UIL, robotics, dance, art, yoga, and other clubs)
5. Positive Behavior Support is an integral part of our campus wide system for student success both academically and behaviorally. Incentives for students and staff are in place to promote a positive and supportive learning environment.
6. Family/Community connections through involvement opportunities.
7. Daily character lessons delivered through morning announcements as well as monthly SEL/character lessons delivered by Counselors.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student discipline is treated in a reactive manner instead of being able to work towards prevention and a focus on the function of repetitive student behaviors. **Root Cause:** There is a lack of effective training for staff regarding the diverse student behavioral needs.

Problem Statement 2: Student motivation has decreased while student disciplinary actions have increased. **Root Cause:** Due to missed school time and social interactions, students lack the social skills needed to interact appropriately with other students, lack the respect for authority, and lack the knowledge and practice of following the constructs of the school environment and social rules.

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Problem Statement 3: Attendance incentives are needed beyond PBIS points to motivate students and staff to be present daily. **Root Cause:** PBIS points are not immediate and do not work to shape or improve repetitive behaviors.

Problem Statement 4: There has been an increase in stressors for teachers without providing the tools needed for mental health and SEL opportunities. **Root Cause:** There is a lack of time during the school day to provide effective professional development and planning.

Perceptions

Perceptions Summary

Rayburn's CPIC committee developed a plan to increase the number of parents and families who actively engage in supporting our efforts as compared to last school year. Rayburn has increased parental support and increased our communication in order to seek input from all stakeholders. Nevertheless, parental/ community involvement and support is something that every staff member and the administration team must continue to actively cultivate. In regards to building Rayburn's culture and climate as well as student and staff engagement, the CPIC committee determined that this will continue to be a focus for our 2023-2024 school year.

A vital element to any school system is the parent/student/staff/community's perceptions of the campus. Rayburn Intermediate school administrators and staff members pride ourselves in the involvement of parents and community members in our decision making processes. We continuously work toward improvement of our school with the purpose of the end goal being academic success for all students. We conducted two surveys in the Fall 2022 that involved parents, students, and staff members. A summary of the results is listed below:

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Staff members reported that Rayburn's top areas of strength are:

- Staff at Rayburn recognize students for positive behaviors.
    - Positive Behavior Interventions and Support (PBIS Committee) functions to improve the overall climate for the students and staff.
- According to the Fall 2022 survey, 92.3% of staff members feel safe at work. According to the survey when meeting with the superintendent, teachers reported that there are areas in the school that are not protected should there be an active shooter on campus. This is mostly during transition time, which happens 11 times throughout the school day. There are concerns with the front entrance during arrival and dismissal. Staff members asked about having an SRO on duty at all times during the school day.
- 80% of staff believe the school emphasizes showing respect for all students' cultural beliefs and practices.
- 87% of staff responded that they enjoy coming to work most days.

Staff members responded that Rayburn's top three areas of weaknesses are:

- Discipline is not consistent in the way it is handled.
    - 61.9% of staff reported that discipline is not enforced fairly in the school.
    - 55.4% of staff disagree that the school effectively handles student discipline and behavior problems.
    - Teachers report that disciplinary programs such as DMC, ABU, DAEP, are not effective in making behavior changes.
- Student emotional well being needs to be addressed due to increased student anxiety, social and emotional behaviors, self harm behaviors, and decrease in attendance.
    - 52.7% disagree that the school is doing a good job helping students to develop skills in managing social and emotional needs.
    - Meeting these needs could impact and cause a decrease in incidents of bullying.
    - 50.3% disagree that bullying is effectively addressed at this school.
- Staff members report that CHAMPS is not an effective classroom management tool for students with chronic behavioral problems.
- Staff members report that Professional Development is repetitive year to year and is not providing the tools and resources needed to effectively produce positive changes in behaviors and does not give opportunities for professional growth.

According to the Fall Parent survey, the committee notes the following strengths and weaknesses:
Perceptions Strengths:

- 97% of parents feel that attending school every day is important for their child to do well in his/her classes.
- 94% of parents feel comfortable talking with someone at the school about their child's behavior.
- 92% of parents feel that the school sees me as a partner in my child's education.
- 90% of parents feel that the school does a good job of preparing their child(ren) for the future.
- 89% of parents reported that their child
    - feels safe at school,
    - feels that they are welcome at Rayburn,
    - and feel that the staff really cares about their child.

The data showed that students and families are becoming more involved in school activities and have a positive feeling about Rayburn. These are some of the reasons behind the increase in parental involvement and positive climate for students: 689

- Participation in academic activities (UIL Activities, Spelling Bee, Student Ambassadors, etc.)
- PBIS Rollin' Raider Rewards incentive program for positive behavior (Mobile store, attendance points, etc.)
- RISE UP Awards
- STEAM NIGHT - Math/Science
- Reading with Reptiles Reading Night
- OPEN HOUSE
- Meet the Teacher
- PTSO Committee
- Clubs and Extracurricular Opportunities
- Field Days

***A variety of positive parent communication occurs weekly and monthly--newsletters, teacher websites, facebook page, flyers, and positive phone calls.

Perception Weaknesses:

- Only 57% of parents feel that bullying is handled effectively at this school.
- Only 66% of parents were aware that school Counselors provide small group counseling and individual counseling sessions for students.

According to the Student Fall survey, the following strengths and weaknesses were identified by students:
<u>STRENGTHS</u>:

- 93% of students feel that teachers expect them to do their best and have high expectations for them.
- 92% of the students say that their teacher encourages them to work hard.
- 88% of the students feel that their teachers care about them.
- 96% of students feel that they know what to do if they are in a dangerous situation.
- 85% of students say that they use the Essential 8 in their daily life.
- 90% of students think that their teachers model the BISD Essential 8 characteristics and 91% think the adults working at Rayburn treat them with kindness.

<u>WEAKNESSES:</u>

- 52% of students reported that they do not feel that students respect each other.

- 44% of students do not feel that students at Rayburn try to stop bullying.
- Only 68% of students noted that they know how to access the BISD B-SAFE tipline.
- 76% of students feel safe at school.

Perceptions Strengths

- Data showed that students and families are becoming more involved in school activities and have a positive feeling about Rayburn.
- 93% of students feel that teachers expect them to do their best and have high expectations for them.
- 92% of the students say that their teacher encourages them to work hard.
- 97% of parents feel that attending school every day is important for their child to do well in his/her classes.
- 94% of parents feel comfortable talking with someone at the school about their child's behavior.
- Staff at Rayburn recognize students for positive behaviors.
    - Positive Behavior Interventions and Support (PBIS Committee) functions to improve the overall climate for the students and staff. 690

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Behavioral responses and consistency in disciplinary actions are an area of concern for classroom teachers. **Root Cause:** Teachers report the need for additional tools, professional development, and resources to further apply in situations with severe classroom behaviors and disruption in the learning environment.

Problem Statement 2: The perception that bullying is not handled effectively is a concern for parents and students. **Root Cause:** There is a need for classroom lessons and continuous training for students and families related to bullying and reporting for these types of incidents.

Problem Statement 3: There is an increase in anxiety, self harm behaviors and a decrease in attendance for our students. **Root Cause:** Student emotional well-being has been affected by many factors and there is a limit to the amount of time that can be placed on addressing these needs due to the rigor of the curriculum and state assessments.

Priority Problem Statements

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Goals

Revised/Approved: August 7, 2023

Goal 1: Rayburn campus staff will provide a strong system of tiered instruction in a structured environment of accountability and support to ensure that each individual student achieves academic success and demonstrates growth.

Performance Objective 1: Increase by the percentage of all students at each of the performance level descriptors by 5% (Approaches Grade Level, Meets Grade Level, and Masters Grade Level on STAAR assessments by May 2024.

High Priority

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Evaluation Data Sources: Campus and District Assessments, STAAR, MAP data projections for all subject areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Guiding teaching teams and data-driven lesson design will be used to provide support to teachers in applying interventions and accelerated instruction plans to students at all levels of performance; thus increasing learning time, setting targeted goals at each benchmark, and helping individual low-achieving students reach his/her maximum potential. **Strategy's Expected Result/Impact:** Higher achievement for all students, including at-risk, when measured by the state STAAR assessment, district benchmark assessments, daily and major grades, and MAP screeners. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Instructional Coaches, Assistant Principals, and Academic Student Specialist **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Guided Readers, calculators, counters - Title I, A - $12,625, blank maps, charts, graphs, white boards, geodes, duct tape - ESSER - $10,193, Scope magazines, BrainPop - ESSER - $5,000, Dean of Instruction - Title I, A - $11,434, Dean of Instruction - ESSER - $62,220				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide opportunities for all students, including each student subgroup, to meet state standards through targeted interventions delivered in small groups and by both teachers and hired interventionists/tutors. **Strategy's Expected Result/Impact:** Higher achievement for all students, including those identified as at-risk, when measured by the state test, STAAR **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, ICs **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** professional and paraprofessional tutors - ESSER - $10,000, professional tutors - Title I, A - $60,000				693

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide time for collaborative planning, alignment, and the unpacking of standards for teachers through a PLC period in addition to a teacher conference time for state-tested assessment subjects. **Strategy's Expected Result/Impact:** Teachers will meet and plan lessons and interventions aligned with TEKS to provide a well-rounded education in all content areas. Resources to be used for the implementation of TEKS will be discussed to ensure the consistent use of resources provided. **Staff Responsible for Monitoring:** Administration and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Rayburn will provide supplemental academic opportunities through advanced academic programs that focus on enrichment activities to include: college and career readiness, specific pathways, lessons that are STEM-focused, academic strategies such as organization, note-taking assistance and time management, and leadership skills, provided through the school day and after school. **Strategy's Expected Result/Impact:** Students in advanced academics will maintain achievement levels or attain higher growth on STAAR assessments, MAP data, grades and other formative assessments. **Staff Responsible for Monitoring:** Advanced program staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				694

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The campus staff will evaluate student achievement as evidenced by state level assessments, formative and unit assessments in all subject areas for all student groups, including at-risk learners, and provide instructional/supplemental resources, targeted interventions, and research-based support through the MTSS RTI model, thus closing the achievement gap and positively impacting student academic growth and performance. **Strategy's Expected Result/Impact:** Higher achievement for all students, including at-risk, when measured by the state STAAR assessment, district benchmark assessments, daily and major grades, and MAP screeners. Specific strategic support in the areas of tested subject areas as prescribed for individual students needs. RtI Plans will be implemented with consistency, fidelity and individually based on the identified needs of the student. Track students across all 3 Tiers via progress monitoring. **Staff Responsible for Monitoring:** Admin, RtI Coordinator/Team, Instructional Coaches, Teachers, Interventionists, Tutors **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Rayburn campus staff will provide a strong system of tiered instruction in a structured environment of accountability and support to ensure that each individual student achieves academic success and demonstrates growth.

Performance Objective 2: Students receiving Special Education resource support will show growth on the STAAR performance indicators measured by an increase of 5% of those scoring in the Approaches grade level or higher by May 2024.

Evaluation Data Sources: Campus and District Assessments, STAAR, MAP data projections for all subject areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Rayburn staff will collaboratively use data to address the needs of all students, including those at risk of not meeting state assessments, through targeted small group intervention and/or enrichment through tiered instruction during the intervention class period and/or after-school tutorials. **Strategy's Expected Result/Impact:** Increased student achievement on state assessments **Staff Responsible for Monitoring:** Campus staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				695

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Master schedule change to create a separate resource class period which increases time in Tier 1 instruction for students receiving Special Education resource support. **Strategy's Expected Result/Impact:** Increased time in Tier 1 instruction for Special Education Resource students thus providing full access to state assessment standards and TEKS in the general education classroom. **Staff Responsible for Monitoring:** Special Education Case managers, Special Education staff, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Rayburn campus staff will provide a strong system of tiered instruction in a structured environment of accountability and support to ensure that each individual student achieves academic success and demonstrates growth.

Performance Objective 3: Teachers will enhance instruction and increase student engagement utilizing access to a 1:1 device ratio for large-scale projects and by implementing curriculum-based software, blended learning opportunities, and additional targeted interventions.

Evaluation Data Sources: Teacher and student surveys, technology inventory reports, increase in student achievement on mastery checks, unit assessments and DBAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Instructional technology hardware and software will be used to enhance the curriculum for all students, including those identified as at-risk, by providing additional targeted interventions aimed at closing achievement gaps, in all tested areas of core content. **Strategy's Expected Result/Impact:** Higher achievement for all students, including at-risk, when measured by the state test, STAAR and MAP Screeners. **Staff Responsible for Monitoring:** Campus Administrators, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Student Devices - ESSER				696

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Tech Apps class will deliver technology instruction to empower students and staff to be digitally proficient and responsible by providing the integration of technology within instructional lessons in preparation for a post-secondary careers and college readiness. **Strategy's Expected Result/Impact:** Increase digital proficiency **Staff Responsible for Monitoring:** Campus Admin **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Tech Apps Class Teacher - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Rayburn campus staff will provide a strong system of tiered instruction in a structured environment of accountability and support to ensure that each individual student achieves academic success and demonstrates growth.

Performance Objective 4: Improve student performance and growth in all curricular areas, including non-tested areas, as measured through mastery of TEKS, campus/district/state assessments, product or performance-based assessments, fitness measures, and results from extra-curricular competitions.

Evaluation Data Sources: Athletic/Fitness screeners, Fine Arts/Academic competitions, MAP assessment and academic data

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Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 1: Monitor and assess the effectiveness of the district health, safety and emergency plans.

Evaluation Data Sources: Documentation of required safety drills, review of emergency plans and debrief following drills
Staff and student surveys and contact logs
Data to show health and fitness growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Deliver professional development to safety committee members and review Crisis Management plan for all areas of need to ensure safety for entire school. Provide detailed information for all staff and students related to procedures during each of the following events: fire, bad weather, pipeline, and armed intruder. **Strategy's Expected Result/Impact:** Safe culture and climate, plans in place, regularly scheduled drills to ensure students and staff know what to do in an emergency situation **Staff Responsible for Monitoring:** Campus administration and all staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Annual Physical Fitness standards will be measured during physical education classes for all students. At Rayburn, student fitness activities include sa weekly running club and various after-school activities, such as, but not limited to, yoga club, Kickstart classes, and incoming 7th sports clinics. **Strategy's Expected Result/Impact:** Improved student health and fitness **Staff Responsible for Monitoring:** Campus staff and Physical Education Teachers/Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 2: Continue to implement RISE UP procedures, CHAMPS classroom management strategies, and consistent Tier 1 school-wide expectations that promote and support positive behaviors and encourage a disciplined environment that is conducive to student learning, while addressing chronic and problematic student behaviors through the MTSS and PBIS model.

High Priority

Evaluation Data Sources: Trend data charts will reflect a decline in the number of referrals by all student groups.
Discipline referrals will decrease by 5% from the 2023 school year to the end of the 2024 school year.

Strategy 1 Details	Reviews			699
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: PBIS materials will be purchased for students who meet academic and behavioral goals and are use to continue implementation of the campus-wide PBIS plan and TIER I Behavior interventions that help create a positive campus culture. PBIS will be tied to student achievement and behavioral data showing areas of deficit and strength for all learners, including those at-risk. **Strategy's Expected Result/Impact:** Decrease in discipline referrals and a higher level of student self-confidence and Raider pride, as measured by student and staff surveys. **Staff Responsible for Monitoring:** Campus staff **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Behavior staff (behavior specialist, CIC, Juvenile Case Manager) will be hired to promote a nurturing, safe and secure campus and learning environment for students, staff and parents. **Strategy's Expected Result/Impact:** Decreased campus disciplinary referrals, increase perception of safety for staff				

and students as measured by surveys
Staff Responsible for Monitoring: Campus staff

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

No Progress


Accomplished

Continue/Modify

Discontinue

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Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 3: Provide and reinforce social skills instruction, Essential 8 lessons, and character development opportunities to address student emotional well-being and increase positive interactions between students and staff, build trusting relationships, intervene and providing authentic, engaging experiences and activities for all, which in turn will improve student motivation.

Evaluation Data Sources: Staff and student surveys, Walkthrough data, Assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Counselors will provide social and emotional (SEL) prevention and intervention class lessons and small group or individual counseling for identified areas of need including, but not limited to: Essential 8 characteristics, Social Skills, Self Esteem, Conflict Resolution, Anxiety, Suicide prevention, peer influences, and education on recognizing and reporting bullying. **Strategy's Expected Result/Impact:** Increased learning time and decrease in absenteeism, implementing strategies for emotional health for students, students develop necessary skills to deal with difficult social situations and pressure from peers **Staff Responsible for Monitoring:** Administration, Counselors, Teachers **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide staff training on the social, cultural, and developmental needs of students, including topics, such as, relational capacity, childhood trauma, social and emotional learning needs, and how these impact behavior and academic success. **Strategy's Expected Result/Impact:** Reduction in discipline referrals, increase in student engagement and motivation **Staff Responsible for Monitoring:** Administration, Counselors, and campus staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 4: Rayburn will recruit and maintain a high-quality workforce through differentiated professional learning, tiered support, collaborative learning opportunities, and tools/resources to handle daily stressors and develop personal SEL strategies , which will lead to increased employee mental health and satisfaction.

Evaluation Data Sources: Walk-through documentation, Coaching/feedback documentation, professional development opportunities, staff surveys, increase in staff retention rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue the PLC collaboration model, through a master schedule change allowing for an additional period, not including the conference period, for STAAR-tested subject area teachers, where our staff is equipped to address standards alignment, development of high quality of lessons and assessments, data analysis and disaggregation to determine intervention needs and flexible grouping strategies, for all students including those failing or at-risk of failing state assessments and students identified as at risk of dropping out of school. **Strategy's Expected Result/Impact:** Increase in teacher collaboration and retention rates, higher achievement for all students, time for teachers to engage in mental health and SEL opportunities after school hours **Staff Responsible for Monitoring:** Administration, Instructional Coaches **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Instructional Coach - Title I, A - $176,007, Instructional Coach - State Comp - $212,268				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The leadership team will conduct walk-throughs to identify trends in order to monitor PD implementation for classroom management, student engagement, and instructional delivery and plan for ongoing PD opportunities that will support staff well-being and promote staff engagement by including them in key communications to create a positive, supportive school climate and growth. **Strategy's Expected Result/Impact:** Targeted PD will be evident in 90% of the classrooms, Increase in relevant PD, increased teacher retention rates **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				703

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers, paraprofessional, and all staff members will be supported with professional development opportunities provided by campus personnel and via conferences that will model/share targeted instructional practices in the area of student engagement, training on the diverse behavioral needs of all students, and provide regular feedback to guarantee high leverage instructional goals and strategies in order to enhance the provision of services for all students, including those identified as at-risk, to improve academic achievement, an increase in desired behaviors, and decrease the drop-out rate. **Strategy's Expected Result/Impact:** Increase in student engagement, decrease in repetitive disruptive behaviors, continued increase in staff satisfaction and retention, increase in all student achievement in the TEA domains 1, 2, and 3 on assessment data **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** Staff Development Materials (closing gap) - ESSER - $1,000, Employee Travel Registration Fees AVID - ESSER - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 5: Meet or exceed the goal of 95% attendance rate for the 2023-2024 school year.

Evaluation Data Sources: Attendance data, Attendance plan, Raawee documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The PBIS attendance committee will run and analyze student data to determine patterns that need to be addressed, develop a plan for encouraging students to attend and arrive to school on time, use a variety of ways to recognize and reward students for attendance (ex: PBIS points, perfect attendance certificates, end of year drawings, special events, etc), and will strategize with students who struggle with chronic absenteeism. **Strategy's Expected Result/Impact:** An attendance plan for success will be developed for the campus that targets all student groups and individual students. Increase in attendance for all students. Increase in TIER 1 instruction due to increase in attendance rate. **Staff Responsible for Monitoring:** Academic Student Specialist, PBIS Attendance committee members, Juvenile Case Manager **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				704

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 6: Improve student performance and growth in all curricular areas, including non-tested areas, as measured through mastery of TEKS, campus/district/state assessments, product or performance-based assessments, fitness measures, and results from extra-curricular competitions.

Evaluation Data Sources: Athletic/Fitness screeners, Fine Arts/Academic competitions, MAP assessment and academic data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Rayburn students and staff will participate in extra-curricular competitions and clubs to enhance and support academics. These could include organizations that involve reading, writing, math, science, social studies, fine arts, and athletics. All students, especially at-risk students will be encouraged to choose opportunities that support the district curriculum. **Strategy's Expected Result/Impact:** Higher achievement for all students, including at-risk, when measured by the state test, STAAR **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				705

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: The campus staff will increase family and community partnerships that promote trusting relationships through effective communication, which will contribute to the academic and social emotional growth of each child.

Performance Objective 1: We will encourage strong Parent and Family Engagement activities with an intentional focus on the value of each parent and family relationship, as evidenced through surveys and improved student performance on State assessments as more parents and families are engaged in their child's education by May 2024.

Evaluation Data Sources: Parent and community surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Parents will be provided opportunities to be involved in an organized, ongoing and timely way in the planning, review and improvement of the Rayburn parent and family engagement policy, plan, and compact, as well as, the campus improvement plan. Surveys will be used and meetings will be scheduled during the day and evenings to provide more flexible opportunities for parents to be involved. **Strategy's Expected Result/Impact:** Increased parent and family engagement, high quality improved student performance on state assessments **Staff Responsible for Monitoring:** All campus staff **Title I:** 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Smart snacks to encourage - Title I, A - $825				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase the number of parents and families who are able to be involved with their child's education by offering meetings on topics most requested by parents such as Family Reading Night and STEAM/Math/Science Activities. The meetings will be held convenient times and childcare, transportation, and nutritious snacks will be offered to help decrease barriers to participation. Take-home instructional materials will also be provided for parents to work with their children at home. **Strategy's Expected Result/Impact:** Increased parent and family engagement, improve academic achievement for all students, increase awareness of college and career readiness opportunities **Staff Responsible for Monitoring:** All Staff **Title I:** 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Resources for take home materials - Title I, A - $2,000				707

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All Rayburn parents and families will be invited to two annual Title I meetings which will be held during the first 9-weeks of school at flexible and convenient times, in order to inform parents of the schools participation in Title I, the benefits of the program for their child, and their right to be involved in their child's education. **Strategy's Expected Result/Impact:** Continued increased parent and family involvement, improved student performance on state assessments, improvement of home-school relationships **Staff Responsible for Monitoring:** All campus staff **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: The campus staff will increase family and community partnerships that promote trusting relationships through effective communication, which will contribute to the academic and social emotional growth of each child.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.

Evaluation Data Sources: Surveys, sign in sheets to show increase in involvement, examples of communications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Rayburn parents will be invited to be a part of the PTSO to promote an active parent and community partnership in order increase communication and involvement opportunities, to plan events for student recognition and staff appreciation, to celebrate school-wide accomplishments, and to share learning with parents and the community. **Strategy's Expected Result/Impact:** Increase in family and community partnerships, improved parent involvement **Staff Responsible for Monitoring:** All Rayburn staff **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				708

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Use a variety of resources to increase communication with families to promote awareness, build trust, and a sense of unity **Strategy's Expected Result/Impact:** Increased parent involvement and awareness of school functions **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Sam Rayburn Intermediate School

Total SCE Funds: $212,268.00
Total FTEs Funded by SCE: 2.4
Brief Description of SCE Services and/or Programs

Rayburn will provide Instructional Coaches to supplement the regular education program for students identified as at-risk of dropping out of school.

Personnel for Sam Rayburn Intermediate School

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Name	Position	FTE
Instructional Coach	Math	1
Instructional Coach	ELA	1
Instructional Coach	Social Studies	0.4

Title I Personnel

Name	Position	Program	FTE
Instructional Coach	ELA		1
Instructional Coach	Math		1
Instructional Coach	Science		1

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Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	3	2	Tech Apps Class Teacher		$0.00
				Sub-Total	$0.00

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State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	Instructional Coach		$212,268.00
				Sub-Total	$212,268.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Dean of Instruction		$11,434.00
1	1	1	Guided Readers, calculators, counters		$12,625.00
1	1	2	professional tutors		$60,000.00
2	4	1	Instructional Coach		$176,007.00
3	1	1	Smart snacks to encourage		$825.00
3	1	2	Resources for take home materials		$2,000.00
				Sub-Total	$262,891.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Scope magazines, BrainPop		$5,000.00
1	1	1	Dean of Instruction		$62,220.00
1	1	1	blank maps, charts, graphs, white boards, geodes, duct tape		$10,193.00
1	1	2	professional and paraprofessional tutors		$10,000.00
1	3	1	Student Devices		$0.00
2	4	3	Staff Development Materials (closing gap)		$1,000.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	3	Employee Travel Registration Fees AVID		$10,000.00
				Sub-Total	$98,413.00

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Bryan Independent School District

Sadberry Intermediate School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: April 24, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

In Spring 2023, the Sadberry planning team met on March 30, 2023, and April 24, 2023, to conduct a comprehensive needs assessment of the entire school. The group, made up of a committee of teachers, administrative staff, parents, community partners, school leaders, paraprofessionals, and pupil services personnel, met to complete our very first comprehensive needs assessment at Sadberry Intermediate School. Areas reviewed during this process included demographics, student achievement, school processes, and perceptions from our three feeder schools, Bonham, Navarro, and Kemp Elementary Schools. Data sources analyzed by the committee included TAPR, Community demographics, STAAR, Student Report Cards, and Staff/Parent/ Student surveys. The data analysis and input from the planning team guided the development of our Campus Needs Assessment and the Campus Improvement Plan developed for the 2023-24 school year is a result of that input.

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Strengths identified

- The small student population will allow for small class sizes
- Feeder campuses experienced growth in the area of approaches in English Language Arts
- Strong hiring processes have allowed for the recruitment of high-quality teachers
- A 1:1 student to device ratio means all students will have full access to technology
- Feeder Campuses offer diverse cultural, personal, emotional, and educational opportunities to meet the diverse learning needs of all students

Areas of Focus

- Struggling learners will need a strong program of intervention in reading and writing.
- A strong foundation of classroom management needed
- Provide support to transitioning students and teachers
- Provide translation support to communicate effectively with parents and the community.

In our first year as a campus, our focus will be on building a positive climate and culture at Sadberry that is supportive of students, staff, and parents. This will be done by providing a learning environment and transition support for students, professional development and classroom management support for teaching staff. A strong parent and family engagement program for parents will be implemented (Title I, Element I).

Demographics

Demographics Summary

O.W. Sadberry Intermediate is an intermediate school in Bryan TX, in the Bryan ISD school district. As of the 2022-2023 school year, we have 300 students pre-enrolled for the 2023-24 school year. We are in our first year of existence and comprised of 3 feeder schools. They are Bonham Elementary, Navarro Elementary, and Kemp Elementary. Of our 300 students, 49 (16%) are African American, 46 are White (15%) and 213 (68%) are Hispanic.

Looking at our risk factors we see that we have 83% of our students that are free or reduced lunch, 65.2 that are economically disadvantaged, and 14% that are limited English proficient. We have 30% of our students in the Aspire Gifted & Talented Program.

Our teachers' ethnicity's include the following: 19 total teachers at O.W. Sadberry Intermediate. Of that number 10% are African American, 42% are White, and 26% are Hispanic.

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Demographics Strengths

- Our Demographics strength is our small size which allows us to have smaller class sizes which give students more one on one time with the teacher.
- Feeder Campuses offer diverse cultural, personal, emotional, and educational opportunities to meet the diverse learning needs of all students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There will be a need for translators at Sadberry in order to communicate effectively with Parents and the community. **Root Cause:** Parents on our survey list Spanish as their first language and many do not feel comfortable with English.

Problem Statement 2 (Prioritized): Sadberry is a Title I school and many students do not get a full 3 square meals at home. **Root Cause:** Parents work and sometimes are not at home when students get off the bus.

Student Learning

Student Learning Summary

Sadberry feeder campuses received a C for overall accountability. Our student achievement is as follows for Feeder Campuses :

All 3 feeder campuses have experienced growth in the area approaches in the category of English, Language Arts. This Is a vital skill that is a factor in the academic growth of students.

As a new school, student achievement was based upon performance at our 3 feeder schools, Bonham, Navarro, and Kemp. Strengths that emerged were that Feeder campus number 2 scored 100% at approaches in both AA & White sub populations and there has been consistent growth for two years.

Areas of focus were: reading scores are low and the combined average of the 3 feeder campuses is lower than the district and state by 9%. At approaches, the combined averages of the campuses are below the state by 4%.

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Student Learning Strengths

- All 3 feeder campuses have experienced growth in the area approaches in the category of English, Language Arts
- Feeder campus number 2 scored 100% at approaches in both AA & White sub populations and there has been consistent growth for two years

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At approaches, the combined average of the feeder campuses scores are lower than the district and state by 9% **Root Cause:** This group of students was in first grade and missed the last 3 months of school. This included reading comprehension and writing skills.

Problem Statement 2 (Prioritized): At approaches, the combined averages of the campuses are below the state by 4% in the area of ELA. **Root Cause:** The average of school 3 is low, this drops the average lower than the state.

School Processes & Programs

School Processes & Programs Summary

Sadberry has hiring committees made up of teachers, and department chairs for each subject area. The principal attends job fairs and recruits highly qualified applicants. Professional development will be held on Wednesdays during the school week. This allows teachers the opportunity to learn, plan and implement best practices in their classrooms.

Our Dean of Instruction, Instructional Coaches, Department chairs, and teachers participate in the implementation of our school professional development at Sadberry.

Sadberry has RTI in place to meet the needs of struggling learners along with offering after-school tutorials, homework completion, and summer school

All students have access to technology at Sadberry for the 2023-2024 school year. We are right at one-to-one in regard to technology for students. We have laptops that are issued to each class for testing and students can check out laptops for homework.

Admin meetings are structured to where discuss domains in relation to classroom management. We start the year looking strictly at classroom management and learning environment and make plans to support teachers who need additional assistance in those areas before moving on to look at instruction. Foundations are implemented campus-wide in order to positively affect campus culture and climate. Teachers spend the first week of school getting to know students and generally form a rapport with students in order to not send students out of the classroom unnecessarily for issues that can be handed in the classroom.

Counselors support students from transitions from fourth to fifth grade. They are responsible for setting their schedules and ensuring they are in classes that fit their graduation plans.

Our strengths are the after-school clubs that we offer that give students the opportunity to be involved and engaged in their school. Another strength is the different programs such as Aspire that engages students.

School Processes & Programs Strengths

- Established after-school clubs that give students the opportunity to be involved and engaged in their school
- Different programs offerings such as Aspire is used to engage students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There needs to be a process for forming clubs. **Root Cause:** The dependence on staff participation and the need for structure/accountability. There is also a lack of consistency and diverse populations and events. Teachers are ready to go home at the end of the work day.

Problem Statement 2 (Prioritized): There is a lack of translators in order to communicate with our neighborhood community and parents. **Root Cause:** Availability of on-campus bilingual staff and translators for events.

Problem Statement 3 (Prioritized): The lack of inclusion of SPED and 504 students and it's hindering their scores. **Root Cause:** Lack of accessibility and support

Perceptions

Perceptions Summary

Parents have said that they are unfamiliar with our Be Safe system on Bryanisd.org which lets people anonymously report bullying and other incidents around campus.

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Perceptions Strengths

- Teachers feel valued and respected at the feeder campuses
- Teacher morale is a priority for campus leadership

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for more events to boost school pride. **Root Cause:** Leadership needs to plan high-quality and valuable events for teachers.

Problem Statement 2: Parents and students are not aware of the be safe app **Root Cause:** This has not been made a priority by the school.

Problem Statement 3 (Prioritized): Lack of a Positive atmosphere for parents and students **Root Cause:** There is not enough time and too many students per staff.

Priority Problem Statements

Problem Statement 1: At approaches, the combined average of the feeder campuses scores are lower than the district and state by 9%

Root Cause 1: This group of students was in first grade and missed the last 3 months of school. This included reading comprehension and writing skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: At approaches, the combined averages of the campuses are below the state by 4% in the area of ELA.

Root Cause 2: The average of school 3 is low, this drops the average lower than the state.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There needs to be a process for forming clubs. 720

Root Cause 3: The dependence on staff participation and the need for structure/accountability. There is also a lack of consistency and diverse populations and events. Teachers are ready to go home at the end of the work day.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Sadberry is a Title I school and many students do not get a full 3 square meals at home.

Root Cause 4: Parents work and sometimes are not at home when students get off the bus.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There will be a need for translators at Sadberry in order to communicate effectively with Parents and the community.

Root Cause 5: Parents on our survey list Spanish as their first language and many do not feel comfortable with English.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The lack of inclusion of SPED and 504 students and it's hindering their scores.

Root Cause 6: Lack of accessibility and support

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a lack of translators in order to communicate with our neighborhood community and parents.

Root Cause 7: Availability of on-campus bilingual staff and translators for events.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a need for more events to boost school pride.

Root Cause 8: Leadership needs to plan high-quality and valuable events for teachers.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Lack of a Positive atmosphere for parents and students
Root Cause 9: There is not enough time and too many students per staff.
Problem Statement 9 Areas: Perceptions

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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Goals

Goal 1: Sadberry will improve the academic performance of each student by building an environment to support student learning and growth aligned with the state standards and measured through MAP, progress monitoring, and state assessments

Performance Objective 1: All students will demonstrate a 5% Growth in STARR at the approaches level during the 2023-2024 school year

High Priority

Evaluation Data Sources: Benchmarks, DBAs, mastery checks, homework, class exams, MAP, and STAAR scores will measure this objective.

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Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Sadberry will provide opportunities for all students, including each student subgroup, to meet state standards through interventions delivered in small groups by both teachers and hired interventionists/tutors **Strategy's Expected Result/Impact:** By improving our scores and growing students by 5% particularly focusing on all sub-pop and eco-dis percentages we catch all of the sub-populations in the building and increase our scores. **Staff Responsible for Monitoring:** Admin, Instructional Coaches, Interventionists, Teachers **Title I:** 2.4 - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Tutors - Title I, A - $30,000, Tutors - ESSER - $15,000, Transportation for students in tutoring - State Comp - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Sadberry will improve the academic performance of each student In math by strategically grouping students based on subgroups (categories) **Strategy's Expected Result/Impact:** This strategy will improve student performance within our sub-groups and among economically disadvantaged students in math. **Staff Responsible for Monitoring:** Admin, Instructional Coaches, Interventionist, Teachers. **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Sadberry will improve the academic performance of each student in reading by analyzing and utilizing data from BOY & EOY map testing in order to structure reading groups with teachers. **Strategy's Expected Result/Impact:** This strategy will build reading skills within Sadberry students and improve the overall campus performance of students in ELA. **Problem Statements:** Student Learning 2 **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Sadberry will address the needs of all students, particularly those at risk of not meeting state assessments by increasing the amount and quality of learning time and providing enriched and accelerated instruction through targeted small group instruction during Tier 1 instruction, tier 2 instruction delivered in small groups, and through 1 on 1 Tier 3 instruction after school. **Strategy's Expected Result/Impact:** This will improve student performance on Staar and MAP exams **Staff Responsible for Monitoring:** Admin, Instructional Coaches, Interventionists, Teachers **Title I:** 2.5, 2.6 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Tutors and Instructional materials. - Title I, A - $6,174, Tutors and Instructional materials. - ESSER - $15,000, Instructional Materials - State Comp - $15,813, Instructional Resources - ESSER - $4,799				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Sadberry will provide student enrichment and supplemental academic opportunities through the Aspire/PLTW program and enrichment with activities offered after-school, e.g. field trips, project-based learning showcase nights **Strategy's Expected Result/Impact:** Improve student performance in ELA, Math, Science, and Social Studies **Staff Responsible for Monitoring:** Admin, Instructional Coaches, Interventionists, Teachers **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Instructional technology hardware and software will be used to enhance the curriculum for all students, including those who are at risk of dropping out of school. The classroom ratio of students to a device will be 1:1, including laptops and tablets. Each classroom will have one Newline Interactive Board and one document camera, plus relevant software. An intervention period will be implemented for all at-risk students who can receive additionally targeted interventions, aimed at closing achievement gaps in all tested areas of the core classes. **Strategy's Expected Result/Impact:** Improve student performance in ELA, Math, Science, and Social Studies. **Staff Responsible for Monitoring:** Admin, Instructional Coaches, Interventionists, Teachers **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Local Funds - District				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Instructional Coaches will meet with each grade level weekly to guide and assist teachers with the development of lesson plans and to provide ongoing professional development based on student/teacher/campus/district needs. **Strategy's Expected Result/Impact:** Increase student achievement during the 2023-2024 school year **Funding Sources:** Instructional Coach - Title I, A - $87,150, Instructional Coach - State Comp - $5,050				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Emergent Bilingual students will improve their English proficiency in the following domains: Listening, Speaking, Reading and Writing. We will implement the Summit K12 technology program for Emergent Bilingual students. **Strategy's Expected Result/Impact:** TELPAS assessment results will increase by one proficiency rating. (Example: Beginning, Intermediate, Advanced, Advanced High) **Staff Responsible for Monitoring:** Julie Brenner, Dean, LPAC Administrator and Yesenia Silva, Bilingual Interventionist				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: At approaches, the combined average of the feeder campuses scores are lower than the district and state by 9% **Root Cause**: This group of students was in first grade and missed the last 3 months of school. This included reading comprehension and writing skills.
Problem Statement 2: At approaches, the combined averages of the campuses are below the state by 4% in the area of ELA. **Root Cause**: The average of school 3 is low, this drops the average lower than the state.

Goal 2: Sadberry will create a safe, welcoming campus culture that focuses on student and staff safety, retention of highly qualified teachers and staff, professional development, and academic growth and success

Performance Objective 1: Sadberry will reduce the turnover rate to less than 12% by recruiting and retaining a highly effective staff by providing ongoing professional development to support students and promote teacher growth by May 2023.

High Priority

Evaluation Data Sources: Teacher Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Sadberry will recruit, support and retain effective teachers and paraprofessionals by providing ongoing professional development to improve teaching and learning such as professional development based upon student and teacher need and off-campus team building for staff **Strategy's Expected Result/Impact:** The goal of this strategy is to create a campus culture conducive to student learning and growth and also teacher retention. **TEA Priorities:** Recruit, support, retain teachers and principals **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1 **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Sadberry will determine the professional development and support needs of our staff in order to ensure high expectations to increase student academic achievement and expectations for our diverse student needs by providing campus-based professional development. **Strategy's Expected Result/Impact:** Increase academic achievement **Staff Responsible for Monitoring:** Principal, Dean , Instructional Coach **Funding Sources:** Professional development materials - State Comp - $1,000, Added PD, summer 2024 - State Comp - $3,000				

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need for more events to boost school pride. **Root Cause**: Leadership needs to plan high-quality and valuable events for teachers.

Goal 3: Sadberry Intermediate will create a welcoming environment for community and family participation and attendance in everyday school functions and decision-making processes

Performance Objective 1: By the end of the 2023-2024 school year, the campus administration and staff will encourage strong campus culture and climate through an intentional focus on parent and family engagement.

High Priority

Evaluation Data Sources: Data evidenced through scheduled family engagement activities and surveys will be used to modify and adjust instruction and school-home relationships, which contribute to the overall academic and social-emotional health of each student.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will engage Parents, community members, and students at Sadberry Intermediate. We will do this by ensuring translation is available in their home language in communications, both in person and through what we send home with students. **Strategy's Expected Result/Impact:** The objective will achieve a healthy school culture and climate where parents partner with the school to help achieve student success **Staff Responsible for Monitoring:** Admin, Counselors **Title I:** 4.2 **Problem Statements:** Demographics 1 **Funding Sources:** Translation services - Title I, A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Sadberry will form a needs assessment team that oversees campus needs and growth opportunities. At team meetings the needs assessment, policy and compact will be reviewed with the help of parents. Each of these documents will be made available to parents and the local community on the campus website and at Title I annual meetings. **Strategy's Expected Result/Impact:** Increased parent involvement and community relationships with the school. **Staff Responsible for Monitoring:** Admin **Title I:** 4.1 **Problem Statements:** Demographics 1 - Perceptions 3 **Funding Sources:** Meeting Materials and snacks to encourage attendance - Title I, A - $100				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Sadberry will offer flexible meetings during the day and the evening such as Title I annual meetings and opportunities to review the Title I program and evaluate the needs assessment, policy, and compact throughout the 2023-2024 school year. **Strategy's Expected Result/Impact:** Increase Parent involvement in order to support student learning and growth **Staff Responsible for Monitoring:** Admin, Foundations Team **Title I:** 4.2 **Problem Statements:** Demographics 1 - Perceptions 1, 3 **Funding Sources:** Meeting Materials, Snacks to encourage parent attendance - Title I, A - $571				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Sadberry will jointly develop with and distribute to parents and family members of participating members a written family engagement policy and home school compact. The policy and compact will be distributed to parents and the community on the school web-page and at Title I annual meetings. The policy and compact will be made available in English and Spanish and other languages upon request. **Title I:** 4.1 **Funding Sources:** Snacks to encourage attendance at the meeting - Title I, A - $100				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Sadberry will increase the capacity of our Title I program by decreasing barriers to parent participation through measures such as home visits, providing transportation and child care for our meetings, and providing take-home materials. **Title I:** 4.2 **Funding Sources:** Child care costs, meeting material, snacks to encourage attendance - Title I, A - $100, Transportation - Title I, A - $200				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There will be a need for translators at Sadberry in order to communicate effectively with Parents and the community. **Root Cause**: Parents on our survey list Spanish as their first language and many do not feel comfortable with English.

Perceptions	
Problem Statement 1: There is a need for more events to boost school pride.	**Root Cause**: Leadership needs to plan high-quality and valuable events for teachers.
Problem Statement 3: Lack of a Positive atmosphere for parents and students	**Root Cause**: There is not enough time and too many students per staff.

729

Goal 3: Sadberry Intermediate will create a welcoming environment for community and family participation and attendance in everyday school functions and decision-making processes

Performance Objective 2: By the end of the 2023-2024 school year, the campus administration and staff will encourage strong relationships between parents and staff through an intentional focus on the value of staff members, students, and family.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Sadberry will create a campus foundations team that focuses on student behavior, climate, and culture of the school. **Funding Sources:** - Local Funds - Campus				730

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Address students with attendance concerns through teacher monitoring absences and notifying the admin staff office when 3 or more occur, Admin staff will make phone calls home and conduct home visits. **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The Sadberry Counselor will provide monthly guidance lessons on bullying, conflict resolution, violence, and drug prevention, as well as character development. **Strategy's Expected Result/Impact:** Reduce classroom referrals and discipline issues **Staff Responsible for Monitoring:** Principal, Dean, Counselor **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Sadberry will train teachers and staff members on the value of parent and family engagement at the beginning of the school year in August. Surveys will be used to give parents an opportunity to input on the training. **Strategy's Expected Result/Impact:** Increased student achievement and improved collaboration between teachers and parents. **Staff Responsible for Monitoring:** Principal, Dean **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Sadberry will have inclusive and accessible extracurricular activities and programs that meet the needs and interests of students and staff.

Performance Objective 1: By the start of the second semester, Sadberry will have a minimum of 5 clubs/extracurricular activities that fit 80% of student interests.

Evaluation Data Sources: This will be measured by student involvement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish a plan to form and promote clubs and extracurricular activities. **Strategy's Expected Result/Impact:** This is a high-priority campus need that creates an inclusive campus environment and engages students and increases their participation in campus events and retains Highly Qualified Staff members **Staff Responsible for Monitoring:** Admin **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - Local Funds - Campus				731

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Sadberry will establish a team to coordinate the formation and organization of clubs and extracurricular activities. **Strategy's Expected Result/Impact:** This will improve school culture and climate by ensuring students and teachers build relationships outside of the classroom that keeps them engaged throughout the school year. **Staff Responsible for Monitoring:** Admin, Teachers, and staff **Problem Statements:** School Processes & Programs 1 - Perceptions 1, 3 **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Sadberry will offer intramural sports to increase student engagement during the 2023-2024 school year **Strategy's Expected Result/Impact:** Increase student engagement which leads to students coming to school consistently during the school year. **Staff Responsible for Monitoring:** Admin, Teachers **Problem Statements:** Perceptions 1, 3 **Funding Sources:** - Local Funds - Campus				

No Progress


Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There needs to be a process for forming clubs. **Root Cause**: The dependence on staff participation and the need for structure/accountability. There is also a lack of consistency and diverse populations and events. Teachers are ready to go home at the end of the work day.
Perceptions
Problem Statement 1: There is a need for more events to boost school pride. **Root Cause**: Leadership needs to plan high-quality and valuable events for teachers.
Problem Statement 3: Lack of a Positive atmosphere for parents and students **Root Cause**: There is not enough time and too many students per staff.

State Compensatory

Budget for Sadberry Intermediate School

Total SCE Funds: $27,363.00
Total FTEs Funded by SCE: 0.14
Brief Description of SCE Services and/or Programs

Sadberry provides instructional coaches, instructional resources, staff development materials, transportation for students, employee travel, and registration fees to support the regular education program for support of students who are at risk of dropping out of school.

Personnel for Sadberry Intermediate School

733

Name	Position	FTE
Instructional coach	ELA Instructional Coach	0.14

Title I Personnel

Name	Position	Program	FTE
Instructional coach	Social Studies IC		.2

734

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	1	5			$0.00
2	1	1			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
				Sub-Total	$0.00

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Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Transportation for students in tutoring		$2,500.00
1	1	4	Instructional Materials		$15,813.00
1	1	7	Instructional Coach		$5,050.00
2	1	2	Professional development materials		$1,000.00
2	1	2	Added PD, summer 2024		$3,000.00
				Sub-Total	$27,363.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutors		$30,000.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Tutors and Instructional materials.		$6,174.00
1	1	7	Instructional Coach		$87,150.00
3	1	1	Translation services		$0.00
3	1	2	Meeting Materials and snacks to encourage attendance		$100.00
3	1	3	Meeting Materials, Snacks to encourage parent attendance		$571.00
3	1	4	Snacks to encourage attendance at the meeting		$100.00
3	1	5	Transportation		$200.00
3	1	5	Child care costs, meeting material, snacks to encourage attendance		$100.00
				Sub-Total	$124,395.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutors		$15,000.00
1	1	4	Instructional Resources		$4,799.00
1	1	4	Tutors and Instructional materials.		$15,000.00
				Sub-Total	$34,799.00

Bryan Independent School District

Arthur L. Davila Middle School

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The committee met on May 26, 28, and June 1 which included administrators, counselors, teachers, paraprofessionals, parents, students, and community members. A 3-year longitudinal study of trends was reviewed. The committee considered demographics, student achievement, processes in place, and perceptions. Demographically the HIS/ELL population continues to grow even though the overall campus population has dropped by approximately 58 students (5%). The campus mobility rate has remained constant at 17.1% The number of scholars who are eligible to receive instructional and testing accommodations has increased by 6% to a total of fifty-eight percent. This is directly correlated to the 5% growth in the ELL population. After much thought and consideration, with no new STAAR results, it was determined by the CNA committee that the majority of the findings are the same as they were last year during this process. The CIP was developed to meet the needs of all students, with a focus on those students identified as at-risk of failing state assessments. Scholars identified as GT fell from 18.8% to 13.73%. Our staff population decreased to 82 certified staff members. Davila Counselors, Administrators, and Instructional Coaches remained the same. 740

The campus involvement in the community has remained the same as well, however this year during COVID the events did not happen: WyldLife, Fiestas Patras, Bryan ISD Showcase, KBTX Food for Families Food Drive, and others. The campus strives to continue to seek staff input with the viable BISD curriculum by allowing for tested content areas to have a planning/PLC period during the school day. Professional development needs of the campus are continually assessed while the focus is always to meet the findings of the previous year's CNA. An effort was made to ensure that administrators kept PLC/Planning time as a focus for the teachers. and school activities did not affect the schedule. This includes, however, is not limited not pulling teachers from planning for class coverage, ARD committee meetings, or 504 meetings. Campus data also reflects that 67% of our teaching staff continues to have five or fewer years of teaching experience.

Student achievement continues to be a large area of concern. Students have demonstrated growth in the areas from "Approaches Grade Level" standards to "Meets Grade Level" standards as well as the "Meets Level " to the "Masters Level" standard. The teachers feel the growth is not as substantial as it should be. The data also indicated that the gap of students moving from the level of "Not Approaching" grade-level standards to the "Approaches Level" is low and inconsistent. The data indicates the campus should continue to focus on the following two sub-populations in tested areas: ELL and African American. It was further stated that the majority of focus should be on ELL students which would in turn positively impact the Hispanic and ED sub-populations. Focusing on growth for the AA sub-population would also benefit ED and 7th grade Special Education. All of these sub-populations will show marked improvement through a continued focus on first-time instruction as well as student ownership of individual academic growth. This past school year we successfully increased instructional time in class, with the new campus-wide tardy system. This system will be continued.

For five years, the campus has worked to maximize instructional time in class by utilizing Seidlitz strategies, station rotations, direct vocabulary instruction and assessments, and implementation plans to deliver content. In an effort to continue to support these efforts we will continue the purchase of additional technology to support all scholars in face-to-face and the online-at-home learning format (Newline 75" Display with HD Camera and New Tango HD camera). Teachers will continue to plan for the meaningful use and consistent student utilization of Quill for writing intervention, in addition to Imagine Math, Compass, USA Test-Prep, StemScopes, and Doceri. Other technologies purchased to aid in classroom small group instruction are headphones with microphones, calculators, noise-canceling headphones, Whisper-Phones, math manipulatives, and other web-based learning programs such as Flippity, and Flip-Grid. After DBAs, each team conducts a data dig in which they discuss low Student Expectations that need to be retaught or covered. Purchase of LanSchool Program for all students used with district devices. This will be used to increase classroom engagement and Ignite student potential. LanSchool's classroom teaching software puts technology to work for both students and educators. Our suite of solutions enables engaging one-on-one learning experiences and powerful collaboration in connected classrooms. Cost is $6513.80 from Title I-A. Purchase of eHallPass for 1050 licenses. E-Hallpass **makes security more manageable and more efficient**. The passes are tracked in real time, so the school would instantly know who is out of class and their location if an emergency were to happen. E-Hallpass also allows administrators to restrict certain students from being out of class simultaneously. Purchase of Scholastic Classroom Magazine for $1,221.51 from Titlle One funds. ELA, Math and Spanish classes will use this as reading resources. Davila will purchase 3 chromebooks for $1133.52 from ESSER funds. These computers will be in the counselors office used for T-CHAT. This will contonue support our students with social emotional needs. Davila will purchase 15 additional ipads to be used instructionally with Doceri---Doceri is the professional iPad interactive whiteboard and

screencast recorder with sophisticated tools for hand-drawn graphics and built-in remote desktop control. The cost is $7,060 from Title One budget. April Family Fun Game Night where parents are given strategies to help support their child in all academic areas including social . Snacks will be provided along with manipulatives and supplies to assist parents at home. $3,500 from Title One Parent Engagement.

Saturday STAAR days will begin in March/April --goldfish and water will be provided for after-school tutorials. $1200 from Title One budget.
SUMMIT K-12 PURCHASED FOR all ED students (420)-- The district is paying $9,000 this year. Summitt k-12 will Empower Learners. Support T
Accelerate Achievement. From English learners, multilingual students, bilingual students and dual language learners who are struggling to read c
Summit K12's online, standards-based supplemental curriculum will close gaps and ensure growth for all students.

Lesson Design Institute (LDI) is offered outside of normal school hours for teachers with core content subjects to further plan out their curriculum and ensure that risk students' academic needs are met. In order to increase scholar, reading comprehension is it suggested we become a campus of literary awareness through the purchase of supplemental novels, Texans Read, “Reading Millionaire” Million Words Club, teacher books studies, the additional purchase of novel for classroom libraries and the continued use of Scope and Action Scholastic Magazines. The campus will continue to research other instructional strategies/practices and discuss implementation in the 2020-21 school year as needed to supplement classroom instruction for at-risk learners. As we move to online lessons and testing the campus will need more technology in Chromebooks, chargers and headphones. Davila will purchase 50 chargers for $1274.50 using Title One Funds. These chromebook chargers will be used on testing days such as MAP, TELPAS, STAAR. As the campus continues to grow we want to expand the opportunities for students to grow academically. The campus needs to order Atlases for student use.

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DAVILA 2022 - 2023

Grade- 7/8

# of Students- 1,044

% Econ Disadv - 85.2

% EL- 40.4

Mobility Rate- 14.6

% Special Ed- 15.7

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Demographics

Demographics Summary

Demographics

At the beginning of the 2021-22 school year the following information is available:

Campus Demographics for 2021-22

Grade 07 524 Grade 08 573

African American 17.87% American Indian 0.27%

Asian American 0.27% Hispanic 65.72%

Multi-Racial 1.64% White 14.22%

At-Risk 79.49% LEP 33.18%

Economically Disadvantaged 81.86%

SPED 13.31%

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Demographics Strengths

Emerged Strengths
Growth in the Hispanic population
Students are approaching at the same pace as the previous year.
The growth of LEP on TELPAS shows that more students will exit in the future years versus previous years.
Davila is holding the constant to the state averages.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus focus is to not only have students meet standard approaches but to achieve meets or masters across all grade levels and STAAR tested subjects. WHY: Teacher focus is on getting students to "just pass". Student population that does not meet approaches is larger than those students who would be considered meets and masters. This drives the focus of instruction. **Root Cause:** WHY: The teacher's focus is on getting students to "just pass". The student population that does not meet approaches is larger than those students who would be considered meets and masters. This drives the focus of instruction.

Problem Statement 2: The learning gap previous to COVID, was exacerbated by asynchronous from spring 2020-spring 2021. The mindset of teachers, students, and the community is not focused on reaching high levels of achievement and recovering lost learning. **Root Cause:** A large population of students were behind grade level plus not having in-person student/teacher interaction daily increased the gap. In addition, the student mindset during the 2021-2022 school year was apathetic and had no value in education. The mindset of teachers, students, and the community is not focused on

744

Student Learning

Student Learning Summary

STAAR data indicates that the pandemic has caused a loss of learning for all students to some degree and with almost 200 students never attending school during the 2019-20 school year there is much work to be done.

2022 Accountability Prediction Report Card - 2022 STAAR								
Enter Name of Campus	Davila Middle School							
Assessment Name	STAAR 2022							
Enter % EcoDis - Fall 2021 Snapshot	83%							
								745
	Raw Score	Scale Score*	Letter Grade		Overall Grade Components		Weight	Total
Domain I - Student Achievement	36	67	D		Best Scale Score: Domain I OR Domain II-A OR Domain II-B	75	70%	52.5
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		75	C					
Part A - Academic Growth	63	63	D					
Part B - Relative Performance	36	75	C					
Domain III - Closing the Gaps	28.6	70	C		Domain III Scale Score	70	30%	21
Academic Achievement (30%)	6.6							
Academic Growth (50%)	22							
EL Proficiency (10%)	0							
Student Success (10%)	0							
* To find the Scale Score applicable to each Raw Score, click on the link below and select Accountability Ratings Scaled Score Conversion Tool					Overall Score			74
https://tea.texas.gov/2018scalingresources.aspx					Overall Letter Grade			C

Student Learning Strengths

African American students are passing at a higher rate in meets and masters than in previous years
2. Post Covid, the Hispanic population remained more stable in achievement than other areas in demographics

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Academic motivation including apathy or indifference to success in school for both parents and students. Perception of the school does not encourage student, parent or community to support the school. Perception of the program or the school is a lead factor in how parents choose their school. **Root Cause:** First time Tier I instruction must remain as a focus due to majority of staff having less than 5 years experience

746

School Processes & Programs

School Processes & Programs Summary

PART 1

1. At-risk students and economically disadvantaged are at 80-81%.
2. 65% plus percent of the total Davila population is Hispanic.
3. Considering discipline offender counts. African American offender counts have decreased while Hispanic has increased.
4. Teaching demographics of 69% does not correlate with our student population.
5. In Bryan/College Station proper, the Hispanic population is 25 percent while non-Hispanic is 75 percent. That does not match Davila.

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PART 2

1. Instruction needs to target the Emergent Bilingual population (to better support our student population).
2. We are located in a portion of town that has a lot of the Hispanic population for Bryan due to the lower cost of living.
3. Staying on track to achieve approaching in math for 7th-grade math based on benchmark scores.

School Processes & Programs Strengths

Davila is very structured and has systems in place to ensure that learning remains the focus of the campus. It is required that all teachers work with small groups to ensure all students are learning and growing academically.

1. Having AVID & AVID Excel next year
2. Pre-Ap numbers in 7th and 8th grade are similar

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Maintaining or increasing numbers in 7th and 8th grade Inquire. Why: Not well advertised/communicated. Not enough teachers are educated to relay information to students. Why: Not appealing to students. **Root Cause:** Most students think the Inquire Program is all about writing and reading.

Problem Statement 2: Identifying the students who are academically ready for Pre-Ap courses. **Root Cause:** Bryan ISD has no criteria or process for selection for Pre-Ap and no guidelines.

Perceptions

Perceptions Summary

Staff Survey:

Total # of Employee responses = 82

Total # of parent responses = 134

Total # of student responses = 326

DISCIPLINE DATA: 59% of staff who responded feel discipline is enforced fairly at school, while 56% feel the school effectively handles discipline and behavior issues.

Staff Surveys: 41% of staff who responded feel recognized, valued, and respected; however, 73% of staff who responded enjoy coming to work most days.

748

Parent Surveys: 81% of parents who responded have seen a positive impact from the Essential Eight lessons.

Safe School Data: 66% of students who responded feel safe at school. 82% of employees who responded feel safe at school. 86% of parents who responded feel safe at school.

Perceptions Strengths

1. Essential 8 Lessons
2. Enjoying work most days
3. Employees and parents feel safe at school

Strong Areas of interest for the campus: CTE Program: 7th-87 students 8th- 375 students

Enrichment/Tutoring Opportunities: The Gear Up class of 2026 is being offered enrichment opportunities as part of a college grant to focus first-time students on the opportunities of college.

Brazos Valley Promise is an opportunity presented by Texas A&M University for 25 8th graders. The University will follow these students throughout their High School careers and if they choose to attend TAMU will support them financially.

Top Performing Ensembles- Choir- Texan Women- 42, Chamber Orchestra- 2, Wind Ensemble- 35

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The survey did not include questions that helped identify certain demographics nor did it include the participation of the majority of the population. WHY: **Root Cause:** The survey was designed to give a general view of Bryan ISD. There was no an incentive for participation, parents are apathetic to what is actually happening in the school building.

Problem Statement 2: 59% of the staff does not feel recognized and valued. **Root Cause:** WHY: communication styles of the different staff members. fewer opportunities for recognition, lack of funds, supplies, etc. added responsibilities put forth by the district

Problem Statement 3: The students do not feel safe at school. **Root Cause:** The students do not feel safe at school due to congestion in hallways during passing periods. There seems to be a larger number of fights, lack of parent involvement, and lack of teacher and admin presence in the hallway

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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Goals

Goal 1: To support every scholar by addressing the quality Tier I instruction in all core academic areas (paying specific attention to the needs of at-risk students in the areas of reading and math).

Performance Objective 1: Support the effective implementation of the district curriculum in every classroom. Improve/supplement and enhance the Bryan ISD viable curriculum that is being taught across all departments in order to meet the needs of all students and those identified as at-risk as measured by a 3-5% growth in all STAAR tested areas to be evaluated by May 2023.

High Priority

Evaluation Data Sources: STAAR data and district-based assessments

753

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Increase the academic performance of all students and supplement the BISD viable curriculum across all departments by utilizing programs to meet the state-required level of proficient and advanced levels of performance for all students with an emphasis on meeting the needs of low achieving students: to enable teachers to utilize differentiated/ sheltered instruction/active cognitive engagement activities such as visual aids, blended learning materials, math manipulatives, etc. to ensure a coordinated effort to maximize the impact of resources. **Strategy's Expected Result/Impact:** Implementation plans (lesson plan), improved DBA results, MAP results throughout the year, and STAAR results. **Staff Responsible for Monitoring:** Administration, Instructional Coaches **Title I:** 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Supplemental supplies/materials, novels/atlases, technology resources - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Purchase of evidence based instructional and technology resources to enhance BISD viable curriculum to supplement for all students and allow for differentiated instruction (blended learning) by core subjects area classroom teachers to engage students in evidence based instructional strategies. **Strategy's Expected Result/Impact:** Survey of teachers, **Staff Responsible for Monitoring:** Administrative team **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Student technology - Pear Deck (7110), LanSchool (6513) - Title I, A - $12,320, Scholastic Classroom Magazine (1222), Instructional resources - ESSER - $10,000, iPads - ESSER - $3,042, Instructional resources - State Comp - $7,909				754

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Use a data monitoring system to identify students with academic needs, triage their support, and plan effective interventions. Schedule and host meetings about students in the lowest performance range academically to assure differentiation and support. **Strategy's Expected Result/Impact:** RTI referrals, CBA and DBA Test data, MAP data, and STAAR results **Staff Responsible for Monitoring:** Administration, Instructional Coaches and Teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide ongoing professional development for staff (administrators, instructional coaches, teachers) in the areas of but not limited to, working with all students including those of poverty and culturally diverse backgrounds, classroom management, data dis-aggregation, how to analyze data, as well as support for planning instruction (LDI). LDI will be focused on student small group interventions based on student needs (looking at MOY MAP, benchmark). **Strategy's Expected Result/Impact:** Reduced referrals and improved STAAR data **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Staff Development - Local Funds - Campus				755

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The campus will continue to implement a mentoring program for new teachers to the professional and district. **Strategy's Expected Result/Impact:** Increase retention of first-year teachers from 2022 to 2023 **Staff Responsible for Monitoring:** Culture and Climate Committee, Principal **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: English Language Learners (ELLs) and migratory students are scheduled with ESL certified teachers who are Seiditz trained. A team of Professionals will be trained to support ELL's in AVID Exell that supports 4th year+ Emergent Bilingual Students. (paid for from Bilingual Department) **Strategy's Expected Result/Impact:** Support for ELL students in their academic classes as measured by reduced failure rate among ELL students **Staff Responsible for Monitoring:** Principal, Dean, Counselors **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Gifted and Talented training and/or continuation of professional development with increase the use of differentiation to meet the needs of the GT student and to enrich and accelerate the curriculum to ensure all children meet the state's proficient and advanced levels of performance. **Strategy's Expected Result/Impact:** Teachers will enrich and accelerate curriculum to provide differentiated lessons. **Staff Responsible for Monitoring:** Principal and dean **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: The campus will implement the use of Project Base Lessons as developed and implemented by the Global Leadership Team in the Inquire Program. **Strategy's Expected Result/Impact:** Improve the thinking of students as measured by growth on the meets and masters on STAAR. **Staff Responsible for Monitoring:** The Principal, Dean and Coordinator for Inquire **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: The campus will provide a Dean for instruction and a math interventionist to address the needs of all students as well as professional tutors for student interventions to reach the requirement for House Bill 4545. This will increase learning time by allowing teachers to spend more time with a well-balanced education with blended learning and small groups. **Strategy's Expected Result/Impact:** Increased academic achievement **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 **Funding Sources:** Dean - Title I, A - $102,498, Math Interventionist, Tutors - State Comp - $65,425, Math Interventionist, Tutors - ESSER - $79,164				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: To support every scholar by addressing the quality Tier I instruction in all core academic areas (paying specific attention to the needs of at-risk students in the areas of reading and math).

Performance Objective 2: Increase reading performance across the campus for all scholars to the approaches grade-level state standard. This will be measured by at least 5% growth for scholars on STAAR to be evaluated by May 2023.

High Priority

Evaluation Data Sources: STAAR data and district-based assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Use data monitoring system to identify students with academic needs, triage their support, and plan effective interventions. Routinely scheduled meetings about students in the lowest ranges to assure differentiation and support. Teachers will begin afterschool tutorials 3 times a week in February. Snacks will be paid for from Title One budget for all CORE subject teachers ($1500). The campus will provide goldfish/water for these students staying after school. Saturday STAAR days will begin in March/April --goldfish and water will be provided for after-school tutorials. $1200 from Title One budget. **Strategy's Expected Result/Impact:** Teachers will learn to use data as a tool for student learning and planning as needed for small group instruction. **Staff Responsible for Monitoring:** Administration, Instructional Coaches and Teachers **Funding Sources:** Snacks for Tutorials after school Feb/March - Title I, A, Snacks for Tutorials after school April - Title I, A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All teachers will progress monitor student growth (Data will be evaluated at the campus, class, and individual student level. Focus made at scheduled meetings and weekly planning with Instructional Coaches. **Strategy's Expected Result/Impact:** Data will be evaluated on the campus, class and individual student level. Focus made at bi-weekly meetings and weekly planning with Instructional Coaches. **Staff Responsible for Monitoring:** Dean and Instructional Coaches **Funding Sources:** - Local Funds - Campus				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: To support every scholar by addressing the quality Tier I instruction in all core academic areas (paying specific attention to the needs of at-risk students in the areas of reading and math).

Performance Objective 3: Increase Emergent Bilingual scholar performance through best practices on STAAR test subjects by 5% growth in all STAAR tested areas to be evaluated b May 2023.

High Priority

Evaluation Data Sources: STAAR data and district-based assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will identify instructional support needed for English Language Learners and migratory students by data collection and design their implementation plan and delivery with the guidance of the content Instructional Coach to meet the needs of the at risk ELL learners. SUMMIT K-12 PURCHASED FOR all ED students (420)-- The district is paying $9,000 this year. Summitt k-12 will Empower Learners. Support Teachers. Accelerate Achievement. From English learners, multilingual students, bilingual students and dual language learners who are struggling to read or write, Summit K12's online, standards-based supplemental curriculum will close gaps and ensure growth for all students. **Strategy's Expected Result/Impact:** At the end of each six weeks, teachers will review student progress data with an administrator. **Staff Responsible for Monitoring:** All core content teachers of ELLs, the principals, dean, and LPAC coordinator **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Conduct purposeful planning and implementation of The Seven Step to a Language Rich Classroom by John Seidlitz as well has ensure all ELL scholars have access to Spanish/English Dictionaries. **Strategy's Expected Result/Impact:** Improved benchmark (fall to spring) and STAAR results **Staff Responsible for Monitoring:** Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: After professional development teachers will progress monitor identified Emergent Bilingual students throughout the year to support students as identified. **Strategy's Expected Result/Impact:** Improved benchmark (fall to spring) and STAAR results and improved				

TELPAS scores
Staff Responsible for Monitoring: Administrator

Funding Sources: - Local Funds - Campus

 No Progress  Accomplished  Continue/Modify  Discontinue

759

Goal 1: To support every scholar by addressing the quality Tier I instruction in all core academic areas (paying specific attention to the needs of at-risk students in the areas of reading and math).

Performance Objective 4: Increase African American scholar's performance through best practices on STAAR tested subjects by 5% growth in all STAAR tested areas to be evaluated by May 2023.

High Priority

Evaluation Data Sources: STAAR data and district-based assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Davila will provide opportunities for all students to meet state standards by using data when planning for unit tests, mastery checks, and student interventions. Data will be evaluated on the campus, class, and individual student level. Focus meeting with the principal or dean plus, planning with Instructions Coaches **Strategy's Expected Result/Impact:** Improved results on DBA assessments and STAAR results **Staff Responsible for Monitoring:** Administration and Reading Instructional Coach **Title I:** 2.4 **Funding Sources:** Instructional Coach - Title I, A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All teachers will progress monitor student growth through a campus wide Google document during IDT. (Data will be evaluated on the campus, class and individual student level.) Focus made at bi-weekly meetings and weekly planning with Instructional Coaches **Strategy's Expected Result/Impact:** Improved DBA results, Benchmark results Fall to Spring and STAAR results **Staff Responsible for Monitoring:** Administration, teachers and Instructional Coaches **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To build the climate and culture of the campus by reducing discipline referrals and improve academics so that each scholar reaches his or her potential by "owning their learning and behavior" as measured by a reduction in discipline referrals and improved attendance rate.

Performance Objective 1: Provide support for scholars for life-long learning through improved ownership of learning as measured by improving academics for a 3-5% growth in STAAR tested areas campus-wide across all subgroups to be evaluated by May 2023.

High Priority

Evaluation Data Sources: Increased use of mediation, reduction of discipline referrals monthly from August to May.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Monitor and provide support for possible middle school dropout reduction. **Strategy's Expected Result/Impact:** Improved attendance for potential middle school drop outs **Staff Responsible for Monitoring:** Juvenile Case Manager and Counselors **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - District				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Through the use of Essential 8 and PBIS throughout the campus discipline will improve as measured by a reduction in referrals for this school year. **Strategy's Expected Result/Impact:** Decreased referral **Staff Responsible for Monitoring:** PBIS Team and administration **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, and bullying. **Strategy's Expected Result/Impact:** Decreased referrals and office visits for aggressive behaviors. **Staff Responsible for Monitoring:** PBIS team, administrators and counselors **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue use of the Transition Committee to implement best practices for students as they move to 7th grade and matriculate to high school. Texan Round-Up, 6th to 7th and 8th to 9th Orientation Night(s), and visits of special HS programs to the DMS campus. **Strategy's Expected Result/Impact:** Increased number of scholars at Transition Nights **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: All students will receive academic advising with regard to course choice and individual interests and make informed curriculum choices **Strategy's Expected Result/Impact:** Records where all students have received academic advising as seen in 4-year plans and course selection. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Students will have the opportunity to explore different career paths through CTE courses which will provide meaningful instruction **Strategy's Expected Result/Impact:** Increased number of scholars requesting CTE course(s). **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, CTE teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Utilize the Branching Minds program to ensure at-risk students in need of RTI intervention (academic and behavioral) needs are monitored **Strategy's Expected Result/Impact:** Decreased behavioral referrals and increased academic success for student identified as at risk. **Staff Responsible for Monitoring:** Dean, Counselors and Teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Administrative team, counselors, instructional coaches and teachers will work collaboratively to support students with specific needs through the Instructional Data team/RtI process, PBIS Team including, but not limited to Special Education, Section 504, LEP, Pregnancy/parenting related services, dyslexia, career and technology, suicide prevention, homeless, conflict resolution, violence prevention/intervention, and bullying plus support their transition into/ out of specific programs to reduce at-risk numbers. **Strategy's Expected Result/Impact:** Increased academic performance on DBAs **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, PBIS team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Focus on inclusion of Special Education students in the least restrictive environment by providing in-class support training, co-teach, and inclusion training for life skills students with their elective teachers. **Strategy's Expected Result/Impact:** Special Education scholars placed in the least restrictive classroom setting appropriate learning style **Staff Responsible for Monitoring:** Administration, Special Education Instructional Coach, teachers **Funding Sources:** - Local Funds - Campus				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Monitoring student discipline data to recognize needs, triage support, and plan effective interventions. Routine Team meetings about students in need of support. **Strategy's Expected Result/Impact:** Improved 1st instruction **Staff Responsible for Monitoring:** Assistant Principals **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Through the use of PBIS strategies students will improve behavior by use of programs such as PBIS App. **Strategy's Expected Result/Impact:** Improved discipline as measured through monthly PBIS meetings. **Staff Responsible for Monitoring:** PBIS committee and Assistant Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12: Monitor student health through the use of the Fitness Gram and participation in physical education/athletics **Strategy's Expected Result/Impact:** Improved health as measured by the Fitness Gram **Staff Responsible for Monitoring:** Counselors and coaches **Funding Sources:** - Local Funds - Campus				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13: Monitor student attendance for possible dropouts and discuss thorough the campus DVT **Staff Responsible for Monitoring:** Assistant Principals and Juvenile Case Manager **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Be proactive to improve communication and the perception of Davila Middle School by engaging the scholars, families, community, and employees as measured by increase involvement by 5% at events and activities for the school year.

Performance Objective 1: Build a school/home partnership that promotes school spirit, pride, commitment, and ownership within Arthur L. Davila Middle School through parent/student education and support as measured by a 5% increase in parent involvement by May, 2023

High Priority

Evaluation Data Sources: Review of sign-in sheets from all parent events held in the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Parents will be invited/encourage to specific 6th to 7th grade level transition meetings to help parents and students know what the expectations will be as their student(s) progress to middle school. The transition is planned to help parents and students make appropriate choices for their academic standards throughout the year. **Strategy's Expected Result/Impact:** To help parents support their scholars in their schooling by making appropriate choices for academics. **Staff Responsible for Monitoring:** Administration and Counselors **Title I:** 2.5 **Funding Sources:** - Title I, A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Davila will host two annual Title I meetings in September at different dates and times and offer it online in order for more parents to be able to attend. At the meeting we will share the PFE policy, home-school compact, and explain to parents the school's Title I, Part A participation and the TEA performance rating. Communications will be presented in the parent's home language. April Family Fun Game Night where parents are given strategies to help support their child in all academic areas including social . **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Administrative team **Title I:** 4.1 **Funding Sources:** Smart snacks, meeting materials - Title I, A - $2,568				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Monthly meetings will be held with the Campus Planning Improvement Committee (Texan Leadership Team) in order for parents and the community to have a voice in building PFE program capacity as well as the development of the campus plan, PFE policy and Parent/Teacher/Student Compact. (Both are made available in the student's home language.) **Strategy's Expected Result/Impact:** Improved relationship among stakeholders. **Staff Responsible for Monitoring:** Principal or designee **Title I:** 4.1 **Funding Sources:** - Title I, A				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue to support the PTO in their support of student learning and campus activities. Giving a parent a voice in the school's program. **Strategy's Expected Result/Impact:** Continued growth and support of the PTO in order to build a stronger relationship between the school and the PTO. **Staff Responsible for Monitoring:** Administration members **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Have Video Cards available to support families during the school year for major topics that involve success at school and how parents can help. These video cards can be sent home to parents and viewed from their homes. This will add another layer to student counseling **Staff Responsible for Monitoring:** Campus Counselors **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Davila will involve a significant number of parents in the evaluation/review of the campus needs assessment by offering more than one meeting at different times and days of the week during the Spring to help insure more parents are able to attend. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** APs **Title I:** 4.2 **Funding Sources:** - Title I, A				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Davila will encourage PFE by reducing barriers to parent involvement in the child's education by offering meetings at different dates and times, SMART Snacks, transportation, or home visits. Meeting are also in the language of the home and/or whisper device / translators are provided. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** APs **Title I:** 4.2 **Funding Sources:** Smart snacks for parents - Title I, A - $2,567				

 No Progress  Accomplished  Continue/Modify  Discontinue

767

Goal 3: Be proactive to improve communication and the perception of Davila Middle School by engaging the scholars, families, community, and employees as measured by increase involvement by 5% at events and activities for the school year.

Performance Objective 2: Actively communicate the accomplishments of Arthur L. Davila Middle School students and staff by showing an increase in faculty retention of 75% by June 1, 2023.

High Priority

Evaluation Data Sources: Increased faculty retention as measured on June 1, 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize the district communications office to publicize Davila activities and Texan Proud Moments. **Strategy's Expected Result/Impact:** Share the message of DMS and the success of our scholars **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

768

Goal 4: To build a climate and culture for faculty and staff by showing an increase in faculty retention by July 1, 2023, from the past years

Performance Objective 1: Build spirit, pride, commitment, and ownership within Arthur L. Davila Middle School through parent education and support.

High Priority

Evaluation Data Sources: Review of attendance at events throughout the year as measured by sign-in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Communications sent home to parents will be presented in the parent's home language. **Strategy's Expected Result/Impact:** Improve relationships between the school and families in order to build more positive behaviors **Staff Responsible for Monitoring:** Administration, counselors, translation department **Funding Sources:** - Local Funds - Campus				769

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Parent events will provide opportunities to work with the educators to improve student achievement in the areas of reading and math. Information will also be disseminated regarding individual student needs at SSI, 504, LPAC, and Sp Ed meetings. **Strategy's Expected Result/Impact:** Improved scholar achievement through the use of events to support family learning **Staff Responsible for Monitoring:** Administrative team, counselors, and teachers **Funding Sources:** PFE Materials - Title I, A				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: To build a climate and culture for faculty and staff by showing an increase in faculty retention by July 1, 2023, from the past years

Performance Objective 2: Celebrate and communicate the stories of Arthur L. Davila-who we are, what we do, and why we are so amazing.

HB3 Goal

Evaluation Data Sources: Review of published events through Facebook, twitter, and Bryan ISD to show an increase from the 2021-22 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teacher of the Month recognition program-Teachers of the week will then be eligible of nomination to Teacher of the Month of the District. Teacher will be recognized through campus social media sites. **Strategy's Expected Result/Impact:** Improve culture of the professional staff **Staff Responsible for Monitoring:** Staff to vote and Principal to prepare document for submission **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				770

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Davila staff will create internal opportunities to represent the campus and district at community events. **Strategy's Expected Result/Impact:** Improved relationships with the community and putting the name of DMS out in the community in a positive way **Staff Responsible for Monitoring:** Administrative team **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The DMS teams will select students of the month who fit the qualities desires through the Essential 8 characteristics each month. Students will receive accolades as selected and their stories will be shared on social media and posted on campus **Strategy's Expected Result/Impact:** Improved relationships among students and staff. **Staff Responsible for Monitoring:** Team leaders **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Increase social media presence by developing a calendar to actively serve our community as volunteers and publicize Davila's commitment to the community as a whole and the scholars it serves. **Strategy's Expected Result/Impact:** Increase social media presence **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

771

Goal 4: To build a climate and culture for faculty and staff by showing an increase in faculty retention by July 1, 2023, from the past years

Performance Objective 3: Support the district recruitment plan to ensure hiring and retention of qualified individuals for Arthur L. Davila Middle School as shown by an increase of teacher retention by 5%.

High Priority

Evaluation Data Sources: Review of retention data by June 1, 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All teachers will be qualified in their subject area. **Strategy's Expected Result/Impact:** Increase in academic success of scholars on STAAR tests. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will participate in quality ongoing professional development as provided during PLC meetings and other professional development opportunities provided on campus or in the district. **Strategy's Expected Result/Impact:** Quality first time instruction will increase scholar success on DBAs and STAAR assessments **Staff Responsible for Monitoring:** Instructional Coaches and Administration **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Davila staff will create internal opportunities to represent the campus and district at community events such as Hispanic Forum, Books and Blankets, participate in the Christmas parade, BISD Showcase, and select First Friday events. **Strategy's Expected Result/Impact:** Improved relationships with the community and putting the name of DMS out in the community in a positive way **Staff Responsible for Monitoring:** Administrative team **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All teachers with a teaming period will meet 4-5 days per week to discuss instructional strategies based on data from unit tests and mastery checks to improve academic performance for all students after being provide appropriate ongoing professional development. **Strategy's Expected Result/Impact:** Increase in DBA. Unit Test, Benchmarks Fall to Spring assessments and STAAR results **Staff Responsible for Monitoring:** Administration, Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Participate in district recruitment activities, maintain accurate communication with the Human Resources office regarding vacancies to ensure that minority and low income students are taught by highly qualified teachers at the same rate as other students. **Strategy's Expected Result/Impact:** Increase in scores of Unit Test, Benchmarks Fall to Spring assessments and STAAR results **Staff Responsible for Monitoring:** Human Resource Department, Principal **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Campus implementation of New Teacher Induction (NTI) program to support and retain new teachers. **Strategy's Expected Result/Impact:** To build a stronger relationship of support for new teachers in order to retain a higher percentage of first year teachers. **Staff Responsible for Monitoring:** Mentor support team **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Provide Instructional Coaches to support teacher grow and professional development in the core content areas. The coaches will provide professional development, modeling, and coaching to teachers. **Strategy's Expected Result/Impact:** Improve instruction in the classroom. **Staff Responsible for Monitoring:** Administrative team and Instructional Coaches **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** IC - Title I, A - $290,500, IC - State Comp - $141,350				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Involve teachers in assessment making decisions concerning the overall instructional program paying specific attention to identified safeguard areas indicated within sub populations of African American, ELLs,and special education students. **Strategy's Expected Result/Impact:** Improved quality of instruction in all classrooms where teachers are knowledgeable of assessments decisions. **Staff Responsible for Monitoring:** Administration, and Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Provide professional development for para-professionals in order to reach highly qualified status and continue growing as professionals **Strategy's Expected Result/Impact:** Support para-professionals in their professional growth and reach the level of teacher if interested. **Staff Responsible for Monitoring:** Administrative team **Funding Sources:** - Local Funds - Campus				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Provide professional development for teachers in Inquire in order to reach highly qualified status and continue growing as professionals. Teachers will take the GT certification test and attend GT specific professional development such as Project Based Learning **Staff Responsible for Monitoring:** Principal and Dean **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

775

State Compensatory

Budget for Arthur L. Davila Middle School

Total SCE Funds: $214,684.00
Total FTEs Funded by SCE: 2.4
Brief Description of SCE Services and/or Programs

To supplement the regular education program for students identified as at-risk of dropping out of school, Davila will provide an Instructional Coach, math interventionist, tutors, instructional resources, student computers, and staff development materials.

Personnel for Arthur L. Davila Middle School

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Name	Position	FTE
Instructional Coach	IC	2
Math intervention	Interventionist	0.4

Title I Personnel

Name	Position	Program	FTE
Instructional Coach	IC	Professional Development	2
R. Luna	Dean of Instruction	Instructional Support	1

777

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplemental supplies/materials, novels/atlases, technology resources		$0.00
1	1	3			$0.00
1	1	4	Staff Development		$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	4	2			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	1	7			$0.00
2	1	9			$0.00
2	1	10			$0.00
2	1	11			$0.00
2	1	12			$0.00
2	1	13			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	2	1			$0.00
4	1	1			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1			$0.00
4	2	2			$0.00
4	2	3			$0.00
4	2	4			$0.00
4	3	1			$0.00
4	3	2			$0.00
4	3	3			$0.00
4	3	4			$0.00
4	3	5			$0.00
4	3	6			$0.00
4	3	8			$0.00
4	3	9			$0.00
4	3	10			$0.00
				Sub-Total	$0.00

779

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional resources		$7,909.00
1	1	9	Math Interventionist, Tutors		$65,425.00
4	3	7	IC		$141,350.00
				Sub-Total	$214,684.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Student technology - Pear Deck (7110), LanSchool (6513)		$12,320.00
1	1	9	Dean		$102,498.00
1	2	1	Snacks for Tutorials after school Feb/March		$0.00
1	2	1	Snacks for Tutorials after school April		$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Instructional Coach		$0.00
3	1	1			$0.00
3	1	2	Smart snacks, meeting materials		$2,568.00
3	1	3			$0.00
3	1	6			$0.00
3	1	7	Smart snacks for parents		$2,567.00
4	1	2	PFE Materials		$0.00
4	3	7	IC		$290,500.00
				Sub-Total	$410,453.00

780

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	iPads		$3,042.00
1	1	2	Scholastic Classroom Magazine (1222), Instructional resources		$10,000.00
1	1	9	Math Interventionist, Tutors		$79,164.00
				Sub-Total	$92,206.00

Bryan Independent School District

Stephen F. Austin Middle School

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In Spring 2022, SFA Admin, the Campus Leadership team, Instructional Coaches, and parents met to review the following campus data over the course of 4 meetings:

- 2021-2022 Benchmark Data
- Discipline Data
- STAAR performance (7th/8th grades) Reading/Math
- Attendance Data
- Parent, Student, and Teacher survey results

784

The summarized data identified that we have areas of success and areas of needed improvement. Overall our student population is remaining steady at around 1250 students. We predict an increase in the number of special populations, including At-risk, ELL, SPED and low SES. Due to covid, we know that our students have learning losses that we must work to support. The learning loss has resulted in a decrease in our assessment and growth scores compared to previous years. However, SFA Middle School plans to address the needs of all students, including our low achieving students, but also pushing our high performing students, through increased engaging instructional strategies through the use of available technology, individual student goal plans, intervention courses, and tutoring. Our attendance was down significantly compared to previous years. However, our campus culture and morale has increased and our student discipline has showed significant decreases in out of school suspension and discretionary DAEP placements.

SFA Middle School will also have over 20 new staff members this year. Our instructional staff and administrative staff will work diligently with our new teachers to ensure they are supported and exceling in the classroom.

The following Campus Needs Assessment as well as our Campus Improvement Plan is a result of these meetings. (Title I, Element 1)

Needs Assessment Overview

Needs Assessment Overview Summary

In Spring 2022, SFA Admin, the Campus Leadership team, including teachers, paraprofessionals, school counselors, and Instructional Coaches, as well as a Community member, a Student and Parents met to review the following campus data over the course of 4 meetings:

- 2022 STAAR Data
- Discipline Data
- STAAR performance (7th/8th grades) Reading/Math
- Attendance Data
- Parent, Student, and Teacher survey results

The summarized data identified that we have areas of success and areas of needed improvement. Overall our student population is remaining steady at around 1285 students. We predict an increase in the number of special populations, including At-risk, ELL, SPED and low SES. Due to COVID, we know that our students have learning losses that we must work to support. The learning loss has resulted in a decrease in our assessment and growth scores compared to previous years. However, SFA Middle School plans to address the needs of all students, including our low achieving students, but also pushing our high performing students, through increased engaging instructional strategies, individual student goal plans, intervention courses, and tutoring. Our attendance was down significantly compared to previous years. However, our campus culture and morale has increased and our student discipline has showed significant decreases in out of school suspension and discretionary DAEP placements. 785

SFA Middle School will also have over 40 new staff members this year. Our instructional staff and administrative staff will work diligently with our new teachers to ensure they are supported and exceling in the classroom.

The following Campus Needs Assessment as well as our Campus Improvement Plan is a result of these meetings.

Strengths: We realized that a need is academic performance. Due to covid and the learning losses that are a result, we know this is a huge focus for next school year. We also must focus on academic growth for each student. We need to better utilize our intervention period and teachers.

Needs: The committee agreed that this past school year, discipline was an area of growth. We saw an increase in our DMC placements, Out of School Suspensions, and

Discretionary DAEP placements. We also agreed that the Culture, Climate, and Morale will be a major focus for us starting Summer 2022.

Conclusions/Priorities: Our number one priority for the 2022-2023 school year, will be student academic achievement. We will focus not only on meeting standards, but growth and exceling. This means ensuring students are maximizing their time in the classroom and are actively engaged with their academics. Curriculum Enrichment will become true intervention for students who did not pass STAAR the previous year (Title I, Element 1) and we are implementing the AVID program campus wide, while focusing on Writing in all content areas.

Demographics

Demographics Summary

Campus Demographics:

Total Enrollement 2021-2022: 1245
Total Enrollment 2020-2021: 1265
Total Enrollment 2019-2020: 1200

	2019-2020	2020-2021	2021-2022
07th Grade Enrollment Count	641	638	569
08 Enrollment Count	619	629	662
Total Enrollment	1260	1,265	1231
African American	20%	19.18%	16.33%
American Indian	0%	0.08%	0.16%
Asian American	0%	0.32%	0.08%
Hispanic	58%	60.85%	59.71%
Multi-Racial	2%	1.34%	1.71%
Pacific Islander	0%	0.16%	0.00%
White	19%	18.07%	22.01%
At-Risk	75%	79.48%	72.71%
Economically Disadvantaged	77%	74.74%	77.99%
LEP	24%	27.15%	28.03%
SPED	12%	12.39%	14.03%

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Student Enthicity & Special Populations Summary:

Our Hispanic population continues to increase, while the White population is slowly declining. Also, our LEP population is continuing to increase, as well as our At-Risk population. Our total campus enrollment is continuing to slowly increase over time.

Attendance Rates:

SFA 2021-2022	
District	

Total Teachers 2021-2022: 91

Total Teachers 2020-2021: 91

The table below is teacher demographic information:

	2019-2020	2020-2021
African American	10.3%	12.4%
Hispanic	11.4%	10.4%
White	75.2%	74.2%
American Indian	0%	0%
Asian	0.80%	1.0%
Pacific Islander	1.10%	0.8%
Two or More Races	1.20%	1.1%

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Our African American teacher population has slightly grown as we work towards better mirroring our student populations.

Migrant Enrollment Count By Grade:

7th Grade	6
8th Grade	6
Total	12

At-Risk Enrollment Count By Grade:

7th Grade	401
8th Grade	445
Total	846

Average Class Size: 18-24 Students

Demographics Strengths

We have a diverse campus, and we are growing in population every year. SFA Middle School considers our demographics when making campus decisions. With the growing EL learner student population, SFA will focus on incorporating learning strategies to better support our students. We will also ensure our teacher professional development and planning is focused on mastering classroom learning strategies to support all students, with emphasis on At-Risk, SPED, and EL students.

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Problem Statements Identifying Demographics Needs

Problem Statement 1: Our EL and At-Risk population continues to increase and their academic performance is lower in comparison to their peers. **Root Cause:** Student attendance for our EL and At-Risk population is low, which results in a significant loss of instructional time. Also, having 50% of our staff that has 5 or less years of teaching experience, creates a need for our teachers to have more training on EL instructional and engagement strategies to better support our EL and At Risk populations.

Student Learning

Student Learning Summary

As you can see, most of our content areas increased in student achievement. Comparative to our projected scores from 2021, we increased significantly in reading, but need to focused on math.

State Accountability Rating	STAAR 2022
Overall Rating	76
Domain 1: Student Achievement	70
Domain 2: School Progress (= Higher of Part A or B)	77
---Part A: Academic Growth	60
---Part B: Relative Performance (Eco Dis)	77

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Student Learning Strengths

Reading is where we saw the largest increase.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who meet the qualifications for being economically disadvantages, especially those who are also English Language Learners, At Risk, and students participating in special education programming, struggle to write academically and with instructional concepts due to a smaller functioning vocabulary. **Root Cause:** Academic vocabulary and writing development is not regularly practiced by all students as well as students personal exposure time to reading is limited.

Problem Statement 2: The rigor of classroom instruction is not meeting or exceeding rigor expected on the STAAR tests. **Root Cause:** Critical thinking and justification expectation for responses from students are limited.

School Processes & Programs

School Processes & Programs Summary

Stephen F. Austin Middle School utlizes multiple instructional and behavioral resources. We focus on solid Tier 1 instruction for all students. Students who then are low performing get additional support through the use of tutors (push in and pull out small groups), before or after school tutorials, grade repair, Curriculum Enrichment. In August 2022, SFA restructured the focus and curriculum in CE. We moved from students reading scholastic articles, to a more enriched curriculum focus in math and reading. Our Instructional Coaches created curriculum focused on our lowest performing SEs.

The Principal and Associate Dean meet weekly with the Instructional Coaches to analyze data and discuss instructional focus for the classrooms and curriculum. Administrators also complete walk throughs regularly to provide feedback to teachers and attend PLCs to reveiw data. The admin team meets weekly to discuss walk through data and strategies/feedback to better support teachers.

SFA also forms hiring committee based on the position they are interviewing for, made up of the Principal, Assistant Principal overseeing the subject area, Instructional Coach, Department Chair and peer teacher. Professional development and curriculum development is based on data and the needs of the students.

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For behavior improvement, SFA Middle School had a lead Safe & Civil Schools Foundations team, The Campus Culture Committee. We utilize CHAMPs expectations in the classroom and throughout the campus. We begin the year with our Bronco Basic presentations and then incorporate Essential 8 lessons throughout the school year to continue student character building. We also have a campus PBIS awards app that teachers and staff can utilize to reward students for meeting or exceeded campus CHAMPss expectations. Students then can "purchase" a variety of things from our PBIS store.

School Processes & Programs Strengths

SFA has focused on programs that will ultimately increase student achievement and engagement and decrease students behaviors and discipline. Each semester teachers review Bronco Basics with their students, which are campus expectations in different areas of the building as well as the classroom. Teachers make sure to review their classroom CHAMPs with their students. We also have PBIS Rewards which students can earn and then use to "buy" a variety of prizes. Also, we focus on our Essential 8 every month to develop students' character traits.

Tested content teachers also have an additional period off during the school day for PLCs where they plan our lessons, but also focus on implementing engaging instructional strategies.

The following is a list of programs that are used to increase student performance:

-District Scopes and Sequences

-PBIS, PBIS Rewards & Bronco Basics

-Essential 8

-SFA Strong

-CHAMPs

-iLit

-Readers' and Writers' Workshops

-GT Training

-Odyssey

-Lesson Design Institute and PLC planning time for tested areas

-Tutors/Tutorials

-Parent and Family Engagement

-Blended Learning

-AVID

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students engage physically when upset which leads to fights and other aggressive behaviors and interactions amongst students. **Root Cause:** There are culturally differences and students are not equipped with proper conflict resolution skills.

Problem Statement 2: There seems to be inconsistency amongst the teaching staff in implementing Bronco basics and campus behavioral expectations. **Root Cause:** A large number of new teachers each year not allowing for teachers to implement our systems with fidelity.

Perceptions

Perceptions Summary

Attendance

Covid has had a significant negative impact our attendance rates since Spring of 2020. Our attendance rate at the end of the school year waa: 87.46%. The data informs us that our At-Risk, SPED, low Socioeconomic status students have lower attendance than their peers.

Discipline Data

	Half Day Suspension	Full Day Suspension	Discretionary DAEP
2021-2022	280	479	98
2020-2021	117	156	65
2019-2020	215	229	65

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There was a significant decline in half and full day suspensions from 2019-2020 to 2020-2021. This is due to having students being allowed to complete school online.

We then experienced an increase in those rates in the 2021-2022. However, the 2019-2020 school year discipline only went through March 9, 2020, due to the shut down from covid.

Campus Culture, Climate, and Morale

SFA Admin team focused a great deal on the Culture and Climate of the campus. Overwall, we saw an increase in results from our fall 2020 and spring 2021 surveys as compared to the Fall 2019 survey results. Last year was a challenging year and we saw a bit of a decline. This will be a large focus for administration and leadership team this year.

The following are activities that we incorporated to help increase the Campus Culture & Climate:

- Door Prize Wheel
- News of the Week
- Jeans Rewards
- Sonic
- Santa Claus Dress Up
- Teacher of the Month Certificates with Recommendation notes
- Staff of the Month Certificates with Recommendation notes
- Big Bucky

- Bucky Jr.
- Easter Eggs
- Parking Spots
- Car Wash Coupons
- First Watch Coupons
- Walk Through Notes
- Birthday Cards
- Drinks & Snacks in Principal's office
- Food: Beginning Breakfast, Hot Dog Luncheon, Ice Cream, Coffee x2, Food Trucks x3, Order & Pick Up Lunch
- Teacher Appreciation Week:
    - Monday - Kona Ice Snow Cones
    - Tuesday - Tacos & Coffee & Sweet Tea
    - Wednesday - LaBotana Plates Mariachi Band
    - Thursday - Ice Cream
    - Friday - Hamburger Grill Out

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Student Incentives

- Rewards based on growth from fall to spring benchmarks, based on student input:
    - Ice Cream/Chips
    - Outside/Free Time (30 minutes)
    - Movie in PAC
- Students of the Month
- Morning "Pep Rally"
- Top 10% Certificates
- 8th grade End of Year Trip

Communication

Communications is something we hold very high importance on. This year the principal sent our a weekly email to staff titled, "News of the Week" that included any updates and campus happenings for the upcoming week. Also, all communication to parents is sent out in both English and Spanish. This year we will focus on sending out weekly parents emails or a newsletter.

New Teacher Support

For new teachers, we try to support them as best we can. We provide every new teacher with a mentor. New teachers meet monthly with the mentor coordinators. Each new teacher is also assigned a Campus Intervention Coach. This year the principal would like to establish a time to meet with all new teachers as well.

Safety

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Create efficient systems to ensure student safety and maximize instructional time with the set up of mobile ID stations.

Perceptions Strengths

As a campus we recognize the importance of involving parents in their childrens' education to increase academic achievement. Due to covid, we were not able to have any parent engagement and involvement activities on campus. In Spring of 2022, we had our first Family Engagement game night. It was a huge success and we had a great turn out! For the 22-23 school year, we will have two parent and family events; one in the fall and one in the spring. The fall will be a family game night and the spring will focus on writing across curriculums.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our attendance rate at the end of the 2020-2021 school year was 87.46%, which is low. **Root Cause:** Due to covid, teacher having online learners and face to face learners, and new attendance taking methods.

Problem Statement 2: The campus needs higher security measures to ensure faculty and student safety. When students and staff feel unsafe this interrupts their ability to learn and teach. **Root Cause:** Due to recent national events, school safety is an increasing concern

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions

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Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Each individual student will improve their Academic Performance. The staff of Stephen F. Austin Middle School will provide a strong system of tiered instruction in a structured environment of accountability and support to promote student growth.

Performance Objective 1: SFA will support teachers to increase individual student growth by effectively planning and implementing lessons based on the district curriculum, incorporating ACE strategies in the classroom, and providing relevant professional development by increasing Domain 2A score to a 75 by the end of May 2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Coordinate and integrate services under Title I to implement comprehensive supports and improvement activities with Instructional Coaches who will provide support during teaming (planning), model instructional best practices in classrooms, work on the district curriculum and analyze student data to decrease achievement gaps between subgroups, increase student growth in all categories, and provide opportunities for all students to meet state standards. **Strategy's Expected Result/Impact:** Teachers will complete the SFA Data Growth tracker for each student and complete a self-reflection form to utilize during planning. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Title I:** 2.4 **- Additional Targeted Support Strategy** **Funding Sources:** Instructional Coach - State Comp - $141,350, Instructional Coach - Title I, A - $290,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will identify instructional support needed for ELL learners in their lesson design and delivery by monitoring student progress according to each students individual language rating. Literacy for Life and 7 Steps Strategies will be visually represented in the classroom and implemented in the lessons. **Strategy's Expected Result/Impact:** Individual Intervention plans for ELL students will be developed through PLCs. 7 Steps Strategies will be presented at monthly faculty meetings and artifacts will be collected to monitor the effectiveness of the strategy. TIP Strategy **Staff Responsible for Monitoring:** Administration Instructional Coaches **Additional Targeted Support Strategy** **Funding Sources:** i-Lit, Compass Learning - Local Funds - Campus				798

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Through teaming, Lesson Design Institute, planning days and Professional Development, the campus administration and instructional coaches will work with teachers to improve alignment of lessons to TEKS, increase in-class differentiation, and increase student engagement through real world experiences and connections, with an emphasis on the use of small group instruction and blended learning. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Additional Targeted Support Strategy** **Funding Sources:** Local Campus - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Student-centered instructional practices, with an emphasis on active cognitive student engagement, such as questioning strategies, will be explicitly planned for and improved on by all teachers with the support of technology tools. **Strategy's Expected Result/Impact:** Teachers will script questions at the appropriate level of rigor based on the TEKS. Teachers will call on students by name in order to increase engagement. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
Strategy 5: Journaling/ Interactive notebooks/ Individualized Binders/folders will be used in all core subjects with specific expectations for implementation.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Encourages the learning environment where students are creative, independent thinkers and writers. Students are allowed to express their own ideas and process information presented in class. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
Strategy 6: Consistent observational feedback of lesson implementation will be provided to teachers for the development of successful instructional practices.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Instructional Coaches and Appraisers will provide contingent and timely feedback in order to improve the effectiveness of lessons. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
Strategy 7: Lexile development of each student will be addressed in each core content area and developed alongside content.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: MAP Pearson online software **Staff Responsible for Monitoring:** Administration Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: SFA will employ an Associate Dean to provide professional development on learning strategies and monitor the implementation to improve performance of all students including these at-risk of failing state standards as well as enriching curriculum. **Strategy's Expected Result/Impact:** Decrease in achievement gaps. Growth for all students. **Staff Responsible for Monitoring:** Administration **Title I:** 2.6 **Funding Sources:** 1 FTE - Title I, A - $106,025				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: ELA Teachers and Intervention Teachers will increase learning time and well-rounded education by promoting individualized reading allowing students to choice read from their classroom libraries or the campus library. **Strategy's Expected Result/Impact:** Increased individual MAP scores **Staff Responsible for Monitoring:** ELA Teachers and Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: SFA will implement the AVID program school wide, including AVID curriculum, student planners, tutors, other resources to promote school success and improve at risk student performance on state assessments. **Strategy's Expected Result/Impact:** Decrease failure rates; increase in retention **Staff Responsible for Monitoring:** Principal and Dean of Instruction **Funding Sources:** Local - Local Funds - Campus				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Implement and sustain a system for Response to Intervention including continuous data analysis and refinement of student support by conducting student planning meetings with parents. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

801

Goal 1: Each individual student will improve their Academic Performance. The staff of Stephen F. Austin Middle School will provide a strong system of tiered instruction in a structured environment of accountability and support to promote student growth.

Performance Objective 2: 7th and 8th grade STAAR testing achievement data will reflect an overall increase of 4 points in MEETS Grade Level, and the achievement gap between At-Risk and non At-Risk will decrease, as well as decreasing the achievement gap between AA, Hispanic and White sub-populations.

Evaluation Data Sources: Support individual and student progress through data analysis and the use of specific programs and strategies

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Data will be analyzed on the campus, class and student level and used when planning for unit tests, mastery checks, and student interventions, in order to increase student growth and reduce the Achievement Gap including all students and White and AA students, in order to help all students meet state standards. **Staff Responsible for Monitoring:** Administration Instructional Coaches PLCs **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide support for struggling readers with Read 180 and Systems 44. **Strategy's Expected Result/Impact:** Improvement in Lexile scores and reading grade level. **Staff Responsible for Monitoring:** Administration READ 180 Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will implement research based instructional strategies such as TEACH, ACE, SIOP, Literacy for Life and 7 steps to increase listening, speaking, reading, and writing. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** Local Campus - Local Funds - Campus - $0				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: At the beginning of the school year, all core teachers will participate in a Data Dig, analyzing previous STAAR data for all students and developing an individualized student plan focusing on the content and the skills that needs further development, especially students that are At-Risk. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Increase the amount of quality learning time and provide enriched and accelerated curriculum, as well as provide support for all student to identify their current level and close the achievement gap using Compass Reading, Imagine Math, Doceri, AR and Quill. Action Magazines will also be used to improve lexile scores, reading non-fiction and reading for deeper meaning. **Staff Responsible for Monitoring:** Dean of Instruction **Funding Sources:** Instructional Resources - Local Funds - Campus - $0				803

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: All STAAR tested teachers will be assigned to a Core Team that will meet twice a week to discuss student academic and behavior concerns. Student needs, interventions, and RTI monitoring will be addressed and implemented by the Team members and information documented in Branching Minds. **Strategy's Expected Result/Impact:** Utilize multiple interventions to improve student performance. **Staff Responsible for Monitoring:** Dean Team Leaders **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: A campus-wide vocabulary strategy will be used to build academic vocabulary in all students. **Strategy's Expected Result/Impact:** Utilize multiple interventions to improve student performance. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: SFA will employ tutors to support All students as well as focusing on closing achievement gaps for students failing or At Risk of failing state standards. Tutors implement support to foster growth for All Students and decrease the drop out rate of students who are identified At Risk. **Strategy's Expected Result/Impact:** Utilize multiple interventions to improve student performance. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** tutors, prof and para - State Comp - $45,000, tutors, prof and para - Title I, A - $35,000, Tutors, Professional & Para - ESSER - $10,000				804

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: SFA will provide a Student Academic Support to focus on strategies to foster growth for All students as well as close the achievement gap experienced by students during the school closure that occurred during the pandemic. **Strategy's Expected Result/Impact:** Decreased learning gap **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Support Specialist - ESSER - $63,490				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Teacher will provide before school and after school tutorials and Saturday School for students who are not performing at grade level based on local and state assessments. Snacks will be provided. **Strategy's Expected Result/Impact:** Student Performance on Assessments. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Snacks - Title I, A - $5,000				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Recruit and retain a highly effective staff and support them with ongoing quality professional development to support teacher and student growth by ensuring that all staff are Highly Qualified

Performance Objective 1: Support the district recruitment plan to ensure hiring of high quality individuals by increasing the retention rate 5% by May 2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Maintain and expand district implementation of a comprehensive and formalized staff development program to attract and retain highly qualified staff in the district. Add staff development for interventions **Strategy's Expected Result/Impact:** Required staff development hours accumulation **Staff Responsible for Monitoring:** Campus Administration **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus				805

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide opportunities for currently certified teachers to earn additional teaching credentials, especially in critical needs areas. **Strategy's Expected Result/Impact:** Content experts gaining additional certification for special education to co-teach and ESL for teachers working with ELL students **Staff Responsible for Monitoring:** TTESS Appraisers Special Education Department Chair LPAC Team **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Recruit and retain highly qualified applicants reflective of district demographics & assign highly qualified teachers in equal proportions to all campuses, including low-income & minority areas. **Strategy's Expected Result/Impact:** TAPR Report Reflecting Higher Number of Minority Teachers (Reflecting Campus Demographics) **Staff Responsible for Monitoring:** Campus Administration Hiring Committees **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Create a teacher-centered culture in order to sustain a high quality SFA faculty. **Strategy's Expected Result/Impact:** Improve campus culture and retain high quality teachers. CNA- Survey showed teachers wanted to increase activities that improved campus culture. Social committee and Administration purposely planned days to celebrate teachers. **Staff Responsible for Monitoring:** Administration PBIS **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funds - Campus				806

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide opportunities for staff to gain knowledge and expertise through professional development opportunities. **Strategy's Expected Result/Impact:** Increase achievement in student achievement and campus academic programs **Staff Responsible for Monitoring:** Principal **Funding Sources:** Professional Development Session - State Comp - $2,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Recruit and retain a highly effective staff and support them with ongoing quality professional development to support teacher and student growth by ensuring that all staff are Highly Qualified

Performance Objective 2: Implement a culture of ongoing professional growth by providing relevant professional development for individuals and teams to implement strategies in the classroom as evidenced by weekly walkthroughs and participate in at least 20 hours of PD to improve student academic growth by 5% in Meets by the end of May 2023.

Evaluation Data Sources: Sign-In sheets. Eduphoria workshop reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Staff will implement strategies of Capturing Kids Hearts such as Good Things, Meet and Greet, Launches, Affirmations, and the 4 questions. **Strategy's Expected Result/Impact:** Confirmed Attendance Classroom Observations **Staff Responsible for Monitoring:** Administration PBIS Team Department Heads **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Strategies from the 7 Steps to a Language-Rich Interactive Classroom will be used for increasing engagement in all classrooms. **Staff Responsible for Monitoring:** Administration Instructional Coaches- At each monthly faculty meeting the ICs will present a lesson on 7 Steps. **Additional Targeted Support Strategy** **Funding Sources:** 7 steps Books - State Comp - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide In-Class support and Co-Teach training in order to focus on the inclusion of SPED students in their least restrictive environment. **Staff Responsible for Monitoring:** Administration Special Education Department Co-Teach logs **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All teachers with a PLC period will meet 3 days per week to discuss instructional strategies based on data from benchmarks, unit tests and mastery checks to improve academic performance for all students. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Professional Development will be provided for the ELA teachers in the area of Reading and Writing which will focus on the strategies of Reading/ Writing Workshop to increase the academic achievement of students identified as at-risk of dropping out of school. **Strategy's Expected Result/Impact:** Improvement in student data in 7th grade writing. **Staff Responsible for Monitoring:** Administrative Team Instructional Coaches **Funding Sources:** registration, travel, PD materials - State Comp - $16,348				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: All core teachers will gain the Initial 30 hours of GT training or the 6 hour update in order to increase the use of differentiation to meet the needs of the Gifted and Talented students. **Strategy's Expected Result/Impact:** Implement strategies to implement strategies to deliver instruction on the appropriate level for a GT student. **Staff Responsible for Monitoring:** Tanya Johnson- Counselor Department Heads **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking in the Odyssey STEM program. **Strategy's Expected Result/Impact:** Increased number of students achieving Mastery on the STAAR testing. **Staff Responsible for Monitoring:** Odyssey Administrator and counselor. **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Monthly faculty meetings will be scheduled and planned by Admin, PBIS and Instructional Coaches with the purpose of building school culture and improving Tier 1 classroom instruction. **Strategy's Expected Result/Impact:** Improve Tier 1 instruction Monitor discipline data **Staff Responsible for Monitoring:** Department Heads PBIS Instructional Coaches Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - Local Funds - Campus				809

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Recruit and retain a highly effective staff and support them with ongoing quality professional development to support teacher and student growth by ensuring that all staff are Highly Qualified

Performance Objective 3: Sustain a positive climate, culture, and morale at SFA Middle School to increase our retention rate by 5%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Increase the leadership capacity of the SFA faculty members by continuing to learn in depth about PBIS and CHAMPs and hold all staff accountable for campus expectations through the use of leadership committees, books reviews, PBIS and the Campus Mentoring Program. **Staff Responsible for Monitoring:** Administration PBIS Team Department Head **Funding Sources:** - Local Funds - Campus				810

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Create a positive environment by celebrating and affirming teachers and staff through events such as luncheons, staff night at the park, Shout Outs, and Teacher and Staff of the month. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The Social Committee will hold faculty luncheons each six weeks to support fellowship. **Staff Responsible for Monitoring:** Administration Social Committee **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Communicate to staff the calendar of events and major activities happening at SFA once a week. **Strategy's Expected Result/Impact:** Implement effective communication between administration and the staff. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Use good things, affirmations and launches at all meetings including faculty meetings. **Staff Responsible for Monitoring:** Administration Process Champions **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Hold a dinner/ social activity before the school year to increase morale, allow teachers to become aquatinted with one another, and instill staff pride in SFA. **Staff Responsible for Monitoring:** Administration Instruction Coaches PBIS Team Department Heads **Funding Sources:** - Local Funds - Campus - General				811

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: SFA Handbook will be located in GOOGLE to allow access by all staff members to be able to reference campus procedures, calendars and expectations. **Staff Responsible for Monitoring:** Administration PBiS Committee **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Teacher incentives and acknowledgements will be intentional and purposeful throughout the school year. **Strategy's Expected Result/Impact:** Improve culture and teacher retention. **Staff Responsible for Monitoring:** PBIS Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction.

Performance Objective 1: Establish and sustain strategies and procedures for all stakeholders to develop a culture of respect, effort and success by the end of May 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: 1. PBiS: All staff and students will adhere to a consistent set of campus expectations. Students will be taught Bronco BEST campus expectations in the first week of each semester through the Bronco Basics lessons. These expectations will be posted throughout the campus & classrooms, reinforced daily using PBIS Rewards and revisited throughout the school year. The PBIS Committee will meet bi-monthly to review discipline data, attendance and level of structure concerns. **Strategy's Expected Result/Impact:** Classroom Observations Reduction of referrals in common areas **Staff Responsible for Monitoring:** Administration PBIS Committee **Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus				812

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: PBIS and CHAMPs will be implemented in all classrooms, increasing student engagement, and decreasing behavior issues. Teachers will be instructed based on the principles of STOIC. Minor Misbehavior forms will be utilized to document classroom managed behaviors. **Strategy's Expected Result/Impact:** TIP Plan- Domain 3 Each sub-group will improve by at least 2 points to achieve a total Domain score of 75. Due to increased instructional time and decreased discipline, there will be growth in the Domain 3 Score. Reduced Referral Rate Increased Learning Time Student/ Parent Conferences in Teaming to look at student needs and campus interventions leading to targeted outcomes. **Staff Responsible for Monitoring:** Administration PBIS Team Leadership Team Department Heads **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus				813

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Attendance: Attendance rate will be 95% or higher. Students with perfect Attendance will receive PBIS points at the end of each six weeks. **Strategy's Expected Result/Impact:** Increased ADA Attendance committee will reward students with perfect attendance each six weeks with PBIS points. Each six weeks, students with perfect attendance will go into a drawing for gift cards. **Staff Responsible for Monitoring:** Administration Attendance Clerk PBIS Committee Juvenile Case Worker **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
Strategy 4: Use Student Incentives Committee to celebrate accomplishments in attendance, discipline, athletics and academics.	Formative			Summative
	Nov	Feb	Apr	June
Teachers will use the PBIS App to reward points to students following campus expectations. **Strategy's Expected Result/Impact:** Increased ADA Decrease Six Weeks Failure Rates Decreased discipline referrals. **Staff Responsible for Monitoring:** Administration Attendance Clerk Attendance Committee **Funding Sources:** - Local Funds - Campus				814

Strategy 5 Details	Reviews			
Strategy 5: Implement the district discipline system that includes community service, peer mediation, grade level teaming where student behavior is discussed and consequences assigned, discussing student needs through Teaming, RTI and PBIS each of the methods are to address violence prevention and intervention.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decrease repeat discipline incidents per student. **Staff Responsible for Monitoring:** Administration RTI Team PBIS **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
Strategy 6: Students will complete the Physical Fitness Assessment and practice healthy fitness behavior in Physical Education classes.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improve overall fitness level of students. **Staff Responsible for Monitoring:** Physical Education Department **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Administration will refer students with chronic attendance issues to the Juvenile Case Worker. **Strategy's Expected Result/Impact:** Increase daily attendance rate Decrease Drop Out rate **Staff Responsible for Monitoring:** Assistant Principal PBIS Attendance sub-committee **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: The campus will implement the EHallPass system to manage students being out of the classroom and to help keep students in the classroom focused on their academics. **Strategy's Expected Result/Impact:** Maximize class time **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction.

Performance Objective 2: SFA will proactively review student and staff needs to ensure that resources are provided for student/staff safety and success.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure teachers have all the materials and support they need for quality instruction, including classroom libraries, by discussing needs in department meetings, and implementing procedures for teachers to order supplies. **Strategy's Expected Result/Impact:** SFA will provide basic supplies for At-Risk students, **Staff Responsible for Monitoring:** Administration Department Heads Office Staff **Title I:** 2.5 - **Additional Targeted Support Strategy** **Funding Sources:** intervention materials, classroom libraries - ESSER - $12,680, Intervention Materials, Instructional Subscriptions - State Comp - $15,000, instructional resources - Title I, A - $217				816

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Students will utilize planners as an organizational tool for homework, tutorial information and hallway pass information. **Strategy's Expected Result/Impact:** Improve student six weeks average. **Staff Responsible for Monitoring:** Administration Teachers **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Technology software, especially Think through Math, I-Lit, Quill and Compass Learning, will be used in the classroom to increase student engagement and allow for differentiated instruction interventions and re-teach to increase learning time and provide a well rounded education. **Strategy's Expected Result/Impact:** Decrease learning gaps. **Staff Responsible for Monitoring:** Administration Instructional Coaches Curriculum Enrichment Teachers **Additional Targeted Support Strategy** **Funding Sources:** Instructional software - State Comp - $8,000, Instructional software - ESSER - $20,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All students will receive academic advising and information on CTE courses such as Robotics and Engineering in the Odyssey program to make informed curriculum and career choices. **Strategy's Expected Result/Impact:** Increased enrollment in CTE courses in Odyssey Robotics and Engineering. **Staff Responsible for Monitoring:** Academic Advisors **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, bullying and online safety. **Strategy's Expected Result/Impact:** Lesson Plans Bronco Basics Increased student awareness and reduction of discipline incidents involving these issues. **Staff Responsible for Monitoring:** Administration Academic Advisors PBiS committee **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Student Advisory Committee for the district will gather feedback from the students. **Strategy's Expected Result/Impact:** Surveys **Staff Responsible for Monitoring:** Administration **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Address the needs of all students, particularly at risk by sustaining a systematic plan for purchasing computer hardware and Tru Touch materials to ensure that campus hardware capacity remains consistent with student needs, taking into account life-span of machines. **Strategy's Expected Result/Impact:** Increased academic achievement **Staff Responsible for Monitoring:** Principal, TSC **Title I:** 2.6 **Funding Sources:** Student computers - Title I, A - $25,000, Student computers - State Comp - $15,000				818

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Create an efficient mobile ID station system with technological support and equipment for campus safety and to maximize instructional time. **Strategy's Expected Result/Impact:** increase instruction time and campus safety **Staff Responsible for Monitoring:** administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus - $0				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction.

Performance Objective 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and the successful development of students by hosting one parent/ community engagement event every month.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Invite parents and families to attend two Title I Annual meetings held different dates and times to meet as many parent and family schedules as possible to build relationships between the campus and the home, and educate parents about their role in their child education, our Title 1 and AYP accountability status. **Strategy's Expected Result/Impact:** Increase Parent Involvement SFA Parent Involvement committee brings materials to football games. The committee provides parenting materials as well as literacy materials. TIP strategy- District reading initiative. **Staff Responsible for Monitoring:** Administration Campus Leadership Team **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** PFE Resources, Snacks, Translation Services - Title I, A - $500				819

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Create, with the help of parents, and distribute the Family Engagement Policy, Home/Schools Compact, to students-parents, and stakeholders of SFA Middle School both digitally and otherwise in both designated home language of the families. The compact will also be kept in the school office incase a parent requests a copy. **Strategy's Expected Result/Impact:** Increase Parent Involvement **Staff Responsible for Monitoring:** Administration **Title I:** 4.1 **Funding Sources:** PFE Resources, Snacks, Translation Services - Title I, A - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Host a Bronco Camp for incoming 7th graders to introduce them to the Bronco Way and to allow them to become familiar with the new campus. **Strategy's Expected Result/Impact:** Increase student involvement **Staff Responsible for Monitoring:** Administration PBIS Committee **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Communications sent home to parents will be presented in both English and Spanish. SFA will utilize social media to share information and communicate with parents, students and community members via Twitter, Facebook and the school website. **Strategy's Expected Result/Impact:** Increase parent involvement. **Staff Responsible for Monitoring:** Administration Office Staff **Funding Sources:** - Local Funds - Campus				

820

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: CPIC committee will be established to meet once a quarter to evaluate and update the CIP, compact, policy, and budget. Copies of the CIP, compact, policy, and budget will be made available in the school office and on the campus web page. It will also be shared with parents at both annual Title I meetings, and parents will be informed that a Spanish version can be made available upon request. We encourage parent engagement by providing snacks, flexible meeting times, child care activities, joint events and translation services. **Strategy's Expected Result/Impact:** Sign In Sheets **Staff Responsible for Monitoring:** Administration CPIC Committee **Title I:** 4.2 **Funding Sources:** PFE Resources, Snacks, Translation Services - Title I, A - $1,598				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Parent input will be obtained through surveys sent to parents/students each semester, and a suggestion box for students/staff/parents for concerns and suggestions. **Strategy's Expected Result/Impact:** Increase parent involvement **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: The Welcome Center will be maintained and expanded to offer an opportunity for families to access information on the campus, district and their child. **Strategy's Expected Result/Impact:** Observed Parent Utilization **Staff Responsible for Monitoring:** Office Staff **Funding Sources:** - Local Funds - Campus				821

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Parents will be invited to specific grade level transition meetings to help parents and students know what the expectations will be as their student(s) progress in the school system. This is planned to help parents and students make appropriate choices for their academic standards throughout the year. **Strategy's Expected Result/Impact:** Successful transition to the high school **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Parents and community members will be invited to flexible activities held on different dates and times to extend and support their student(s) education and build home-school relationships. Will be available in home language. Events will include Game Nights, Writing Nights, Ice Cream Social, Open House and Family Involvement/Learning nights, Community Luncheon, Coffee with the Principal and the Bronco Stampede. **Strategy's Expected Result/Impact:** Sign In sheets, agendas **Staff Responsible for Monitoring:** Dean, Department Heads **Title I:** 4.2 **Funding Sources:** PFE Resources, Snacks, Translation Services - Title I, A - $1,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: The Title 1 committee will attend extra -curricular events to distribute parent involvement and instructional materials in order to make resources available to the parents of At-Risk students. **Strategy's Expected Result/Impact:** Distribute materials to parents of At Risk students. **Staff Responsible for Monitoring:** Admin Counselor **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** PFE Resources, Snacks, Translation Services - Title I, A - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

822

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction.

Performance Objective 4: SFA will establish and sustain strategies and activities to increase student recognition and student morale.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The principal will establish a student group that she will meet with monthly to gain insight and feedback from students. **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: SFA will recognize a student of the month each month. The student will receive a certificate and have their picture posted on the campus bulletin board. **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: SFA will recognize students each six weeks and each semester who have maintained perfect attendance as well as students who have achieved the Honor Roll. Students will receive certificates each six weeks, and a breakfast in the fall and spring. **Funding Sources:** - Local Funds - Campus				

No Progress


Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for Stephen F. Austin Middle School

Total SCE Funds: $225,698.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

SFA will use SCE funds to provide instructional coaches, tutors, intervention resources, and subscriptions, student computers, staff development materials, and professional development travel and registration fees to supplement the regular education program for students identified of at risk for dropping out of school.

Personnel for Stephen F. Austin Middle School

824

Name	Position	FTE
IC	Instructional Coach	2

Title I Personnel

Name	Position	Program	FTE
Associate Dean	Dean of Instruction	Instructional Support	1
IC	Instructional Coach	Instructional Support	4

825

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	i-Lit, Compass Learning		$0.00
1	1	3	Local Campus		$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	9			$0.00
1	1	10	Local		$0.00
1	1	11			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3	Local Campus		$0.00
1	2	4			$0.00
1	2	5	Instructional Resources		$0.00
1	2	6			$0.00
1	2	7			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	2	1			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	2	8			$0.00
2	3	1			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	2			$0.00
2	3	3			$0.00
2	3	4			$0.00
2	3	5			$0.00
2	3	6		General	$0.00
2	3	7			$0.00
2	3	8			$0.00
3	1	1			$0.00
3	1	2			$0.00 827
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	6			$0.00
3	1	7			$0.00
3	2	2			$0.00
3	2	4			$0.00
3	2	5			$0.00
3	2	6			$0.00
3	2	8			$0.00
3	3	3			$0.00
3	3	4			$0.00
3	3	6			$0.00
3	3	7			$0.00
3	3	8			$0.00
3	4	1			$0.00
3	4	2			$0.00
3	4	3			$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	8			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$141,350.00
1	2	8	tutors, prof and para		$45,000.00
2	1	5	Professional Development Session		$2,000.00
2	2	2	7 steps Books		$2,000.00
2	2	5	registration, travel, PD materials		$16,348.00
3	2	1	Intervention Materials, Instructional Subscriptions		$15,000.00
3	2	3	Instructional software		$8,000.00
3	2	7	Student computers		$15,000.00
				Sub-Total	$244,698.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$290,500.00
1	1	8	1 FTE		$106,025.00
1	2	8	tutors, prof and para		$35,000.00
1	2	10	Snacks		$5,000.00
3	2	1	instructional resources		$217.00
3	2	7	Student computers		$25,000.00
3	3	1	PFE Resources, Snacks, Translation Services		$500.00
3	3	2	PFE Resources, Snacks, Translation Services		$500.00
3	3	5	PFE Resources, Snacks, Translation Services		$1,598.00
3	3	9	PFE Resources, Snacks, Translation Services		$1,000.00
3	3	10	PFE Resources, Snacks, Translation Services		$1,000.00
				Sub-Total	$466,340.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	8	Tutors, Professional & Para		$10,000.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	9	Support Specialist		$63,490.00
3	2	1	intervention materials, classroom libraries		$12,680.00
3	2	3	Instructional software		$20,000.00
				Sub-Total	$106,170.00

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Bryan Independent School District

Bryan High School

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

2023-2024 Bryan High School Comprehensive Needs Assessment Summary

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Travis B. Bryan High School is a high school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $49,181 with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

As of the 2022-2023 school year, we have 2,295 students in grades 9-12. Of our 2,295 students, 424 (18.5%%) are African American, 550 are White (24%) and 1,285 (56%) are Hispanic. These percentages have been changing over the past three years with our Hispanic population continuing to grow. The following programs are housed on our campus: International Baccalaureate, Advanced Placement, New Arrival Center, Gifted and Talented, 18 PLUSS,

Looking at other information, we see that we have almost 70% that are economically disadvantaged and 21% that are limited emergent bilingual students. We have 71% students in our Career and Technology program, 15% in our Gifted and Talented program along with 13% and 14% in our Special Education and 504 programs respectively. These percentages have slowly increased over the past three years. Our economically disadvantaged numbers have continued to grow as well as our numbers in Special Education. Our numbers in CTE and GE have remained relatively stable. We also have a high mobility rate, with 17% of our students who are classified in this category. There are 172 total teachers at Bryan High School. Of that number 9.3% are African American, 76% are White, and 10% are Hispanic. The average experience of our teachers is 12.3 years which is slightly higher than last year's average of 11.9 years.

A committee composed of parents, principal, assistant principal, teachers, SPED staff, community and business leaders, school leaders, paraprofessionals and students met two times in the spring of 2023 to collaborate in the review/revision of the needs assessment. The committee discussed expectations for students as well as responsibilities for adults who work on our campus. Data reviewed included discipline, attendance, TEA reports, STAAR Data, enrollment, drop-out and graduation rates, CCMR, growth progress, and performance data.

Strengths identified:

- Teacher mentorship program is very strong

- Campus scores excel at Social Students and Science
- ELA scores have improved over previous years
- CTEC program keeps students here and moving toward graduation
- Graduation rates improved over previous years
- Parents see an impact from Essential 8
- Overall, parents are satisfied with BHS communication, safety, security, & B-Safe app

Areas of Need:

- Emergent Bilingual and SPED numbers continue to grow
- Our minority (AA, Hispanic, ECON DIS) scores are low on ELA STAAR/EOC
- Student participation down in all programs (including extra-curricular, clubs/organizations)
- Discipline numbers have increased
- Attendance rate last year at an all-time low

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In the 2022-2023 school year Bryan High School earned an overall accountability score of 76. We did see some growth in English 1 and 2 as well as in Algebra, with more growth in English than in Algebra. Biology and U.S. History have been steady continuing to earn higher scores. However, Domain 2-School Progress, specifically Part A – Student Growth remains an area that we continue to struggle with. Another area that we need to work on as a campus for accountability is our Graduation Rate as our letter grade according to the states calculations puts as a D.

As far as student engagement is concerned we have a few areas that need to be addressed/worked on. One area is attendance. At the end of the 2021-2022 school year our unofficial attendance was 87.23%. This year it was somewhat improved at 90.52%. Our total discipline incidents have increased 11% from 2018 to 2022. Specifically with fighting, disruptive behavior/action to cause disruption, and serious disruptions.

Fights

- 2017-18 = 22
- 2018-19 = 23
- 2019-2020 = did not finish year
- 2020-21 = asynchronous attendance
- 2021-22 = 30
- 2022-23 = XX

Disruptive Behavior

- 2017-18 = 149
- 2018-19 = 197
- 2019-2020 = did not finish year
- 2020-21 = asynchronous attendance
- 2021-22 = 220
- 2022-23 = XX

835

Serious Disruption

- 2017-18 = 40
- 2018-19 = 45
- 2019-2020 = did not finish year
- 2020-21 = asynchronous attendance
- 2021-22 = 50
- 2022-23 = XX

Discretionary DAEP placements have trended up since 2017-2018 while mandatory placements have fluctuated during that same period.

For the 2022-23 school year, Bryan High School will focus on students performing to the best of their ability and showing growth in academics throughout the school year, growing students into responsible young adults, preparing students for postsecondary success, continuing to ensure a safe learning environment on campus and expecting adults to model expectations for students in order to give students a proper visual of the expectations. Furthermore, we will continue to improve our discipline management strategies and techniques both in and out of the classroom. This past year we have established and have grown our teacher leadership group through Foundations training and our student leadership group, the student ambassadors. We hope that this will allow for some positive change in campus climate, culture and overall behavior.

Because we have such a transient population given that we hire graduates of local universities we generally have a healthy amount of turnover. Historically, we have decreased the turnover rate from the 2013-2014 school year, which was at almost 25%. This was mainly due to the turnover rate of the principals at BHS. Teacher turnover rates had decreased to about 12-14% prior to the 2019-2020 school year. We had a 24% turnover rate in the 2021-2022 school year compared to this past year, where we decreased that number to 20%. BHS has a strong mentoring program for new teachers to the profession as well as new to BHS. The new teachers that have been served largely have a positive view on their mentoring and have benefited from the program. Based on the spring survey from students, parents, and staff, the overall climate and culture is mostly positive. The areas that stood out that need improvement are handling discipline, bullying, more focus on Essential 8 Character Traits, and general respect between the students and staff.

Bryan High works diligently to recruit and hire the best teachers and aides for our students. We also try to provide relevant and meaningful professional development that is aimed at providing the best possible instruction for our students. BHS also tries to provide multiple opportunities for students to achieve success in and out of the classroom. Students who are served in areas such as special education, bilingual, gifted and talented, dyslexia, and at risk, are provided extended learning opportunities and enrichment. We offer a robust offering of Career and Technical classes that help students prepare for future careers with certifications and licenses. BHS also prepares students for post secondary education by providing educational and career awareness and exploration activities. We also have a dropout prevention specialist who works closely with the registrar's office and the assistant principals to prevent or recover students who are at risk of dropping out.

Students are provided with technology by the district. Each student has the ability to check out a laptop to access technology, as we still utilize Schoology for our courses. One of the areas that teachers indicated in the spring survey was that they felt that instruction time was interrupted too often. This is something that we will need to address and work on for the upcoming school year. We will also be utilizing the training and techniques learned through Safe and Civil schools to help with classroom management, transitions, and common areas. One of the areas students indicated that needs to be addressed is bullying on campus. This will need to be a focus for next year as this may be an under-reported issue based on our discipline data.

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In conclusion, areas that we need to focus on include Tier 1 instruction, classroom management, campus discipline management, attendance, parent involvement and campus emergency management and safety.

Demographics

Demographics Summary

Travis B. Bryan High School is a high school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $49,181 with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

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Looking at other information, we see that we have almost 70% that are economically disadvantaged and 21% that are limited emergent bilingual students. We have 71% students in our Career and Technology program, 15% in our Gifted and Talented program along with 13% and 14% in our Special Education and 504 programs respectively. These percentages have slowly increased over the past three years. Our economically disadvantaged numbers have continued to grow as well as our numbers in Special Education. Our numbers in CTE and GE have remained relatively stable. We also have a high mobility rate, with 17% of our students who are classified in this category. There are 172 total teachers at Bryan High School. Of that number 9.3% are African American, 76% are White, and 10% are Hispanic. The average experience of our teachers is 12.3 years which is slightly higher than last year's average of 11.9 years.

Demographics Strengths

Our diversity is a strength on this campus and experience amongst staff are strengths. The teacher mentorship program is also a strength.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We continue to see an increase in the percentage of at risk and economically disadvantaged students. **Root Cause:** Families continue to live in poverty and students are not being successful breaking this cycle.

Problem Statement 2: Emergent Bilingual (EB), formerly ELL, population trending upward. **Root Cause:** Increase of families moving in from other countries and other cities.

Problem Statement 3: Hispanic and AA sub populations have low participation rates in GT and Advanced Academics. **Root Cause:** Students are not tested after elementary school and students moving into the district after that time are not tested for GT nor are they being looked at to place in Advanced Academic classes.

Student Learning

Student Learning Summary

In the 2022-2023 school year Bryan High School earned an overall accountability score of 76. We did see some growth in English 1 and 2 as well as in Algebra, with more growth in English than in Algebra. Biology and U.S. History have been steady continuing to earn higher scores. However, Domain 2-School Progress, specifically Part A – Student Growth remains an area that we continue to struggle with. Another area that we need to work on as a campus for accountability is our Graduation Rate as our letter grade according to the states calculations puts as a D.

Student Learning Strengths

We have shown decent growth in our ELA classes and have continued to perform well with Biology and U.S. History EOC scores. We also have good support with Instructional Coaches and other staff.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1: Benchmark scores are much lower than the actual STAAR EOC scores. **Root Cause:** Students don't take benchmark and local assessments as seriously as they do the STAAR EOC exams.

Problem Statement 2: Algebra 1 scores overall and with sub-populations have continued to decrease. **Root Cause:** Students come with gaps in learning and Algebra 1 teachers aren't prepared for this.

Problem Statement 3: We are not showing Academic Growth in our STAAR/EOC Accountability. **Root Cause:** Students' lack of attendance and skipping are affecting their learning and Tier 1 instruction needs to improve.

School Processes & Programs

School Processes & Programs Summary

Bryan High works diligently to recruit and hire the best teachers and aides for our students. We also try to provide relevant and meaningful professional development that is aimed at providing the best possible instruction for our students. BHS also tries to provide multiple opportunities for students to achieve success in and out of the classroom. Students who are served in areas such as special education, bilingual, gifted and talented, dyslexia, and at risk, are provided extended learning opportunities and enrichment. We offer a robust offering of Career and Technical classes that help students prepare for future careers with certifications and licenses. BHS also prepares students for post secondary education by providing educational and career awareness and exploration activities. We also have a dropout prevention specialist who works closely with the registrar's office and the assistant principals to prevent or recover students who are at risk of dropping out.

Students are provided with technology by the district. Each student has the ability to check out a laptop to access technology, as we still utilize Schoology for our courses. One of the areas that teachers indicated in the spring survey was that they felt that instruction time was interrupted too often. This is something that we will need to address and work on for the upcoming school year. We will also be utilizing the training and techniques learned through Safe and Civil schools to help with classroom management, transitions, and common areas. One of the areas students indicated that needs to be addressed is bullying on campus. This will need to be a focus for next year as this may be an under-reported issue based on our discipline data.

School Processes & Programs Strengths

We have a successful and growing Fine Arts program as well as many CTE offerings that give students several opportunities to choose from. In addition to this, through our CTE program we are able to offer several license and certification options for industry. Our IB and AP programs have provided students with varied opportunities through earning college credit as well as good preparation for post secondary education.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are not many opportunities for test prep for PSAT, SAT, ACT, TSI for students. **Root Cause:** There is no specific time scheduled during the day or other times to adequately provide test prep for these tests.

Problem Statement 2: DAEP and DMC placements have increased over the past two years. **Root Cause:** We need to consider alternatives to the consequences already in place and provide better procedures, structures and clearly communicate expectations for our classrooms, passing periods, and common areas.

Problem Statement 3: Both students and parents expressed a concern with bullying behaviors and handling these behaviors at school. **Root Cause:** Students need to feel more comfortable with reporting these behaviors when they occur and better inform both parents and students about BeSafe app, our anonymous reporting system.

Perceptions

Perceptions Summary

As far as student engagement is concerned we have a few areas that need to be addressed/worked on. One area is attendance. At the end of the 2021-2022 school year our unofficial attendance was 87.23%. This year it was somewhat improved at 90.52%. Our total discipline incidents have increased 11% from 2018 to 2022. Specifically with fighting, disruptive behavior/action to cause disruption, and serious disruptions.

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840

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For the 2022-23 school year, Bryan High School will focus on students performing to the best of their ability and showing growth in academics throughout the school year, growing students into responsible young adults, preparing students for postsecondary success, continuing to ensure a safe learning environment on campus and expecting adults to model expectations for students in order to give students a proper visual of the expectations. Furthermore, we will continue to improve our discipline management strategies and techniques both in and out of the classroom. This past year we have established and have grown our teacher leadership group through Foundations training and our student leadership group, the student ambassadors. We hope that this will allow for some positive change in campus climate, culture and overall behavior.

Perceptions Strengths

We've seen a slight up tick in attendance this year from last. We have established a teacher leadership group and a student leadership group. Both groups will be utilized to help with improving campus climate and culture as well as discipline. 841

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Overall student attendance continues to be very low. **Root Cause:** Parents and students to not understand the importance of attendance and we continue to have a high number of skipping incidents.

Problem Statement 2: Overall discipline and fights/serious disruptions have continued to increase. **Root Cause:** We need to provide better procedures, structures and clearly communicate expectations for our classrooms, passing periods, and common areas.

Problem Statement 3: Student involvement in campus clubs and organizations continue to remain low. **Root Cause:** Students are not aware of the opportunities and these need to be better promoted or advertised to both students and parents.

Problem Statement 4: We continue to have a relatively high percentage of teacher turnover. 24% for 2021-2022. **Root Cause:** Mobility is an issue, however, according to surveys, teachers indicate that being recognized, valued, and respected needs to be addressed/ improved.

Problem Statement 5: Students and parents indicate a concern with safety and bullying behaviors at school. **Root Cause:** Students and parents need to be more informed of the anonymous reporting system we have and feel comfortable reporting concerns as they see them.

Problem Statement 6: There isn't enough acknowledgment or recognition of positive behavior. **Root Cause:** PBIS has not been fully implemented and older students tend to not want to participate in PBIS.

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data 843

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

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Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

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Goals

Goal 1: Administrators, Teachers, and Staff, with aligned visions and goals, will provide educational experiences that are focused on high expectations in a structured environment of accountability in order to improve the Academic Performance of each individual student.

Performance Objective 1: BHS will see an increase in English 1 and 2 EOC scores in our Economically Disadvantaged sub-population to 45% in the Meets category.

Evaluation Data Sources: Summer EOC results

Strategy 1 Details	Reviews			846
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will provide quality Tier 1 instruction daily in their classrooms. The universal tier--or Tier 1--is the curriculum, instruction, and assessments that we provide to all students in a grade level. This is the instruction that's guaranteed for everyone. Universal tier instruction typically focuses on grade-level standards. **Strategy's Expected Result/Impact:** 80% of students should show success in learning. The other 20% will be provided remediation or reteach. **Staff Responsible for Monitoring:** Instructional Coaches Admin District C&I **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional Subscriptions - ESSER - $3,750, ICs - State Comp - $355,325				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will implement Blended Learning instructional strategies in their classrooms increasingly throughout the school year to utilizing technology and other resources to improve reading comprehension. **Strategy's Expected Result/Impact:** Improve instruction and improved ENG 1 & 2 EOC scores **Staff Responsible for Monitoring:** Instructional Coaches Admin **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Edgenuity Lab, student computers - ESSER - $10,000, Edgenuity Lab, student computers - State Comp - $20,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We wil provide remediation opportunities before, during and after school in all areas to help reduce the achievement gap for students who are at-risk. **Strategy's Expected Result/Impact:** Increased Academic Achievement in ENG 1 & 2 EOC's and close achievement gaps **Staff Responsible for Monitoring:** Teachers IC's Admin **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Professional tutors, Instructional Materials - ESSER - $110,356, Tutors, Instructional Materials - State Comp - $52,305				847

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers and staff will provide tutoring opportunities after school and Saturdays for Emergent Bilingual students. **Strategy's Expected Result/Impact:** Increased academic achievement in ENG 1 & 2 EOC and on TELPAS. **Staff Responsible for Monitoring:** EB Coordinator IC's Admin **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: English 1 & 2 teachers will hold a boot camp for students to review and strengthen knowledge and skills prior to the EOC. This will occur during the school day. **Strategy's Expected Result/Impact:** Reinforce skills and knowledge prior to taking the EOC. Improve EOC scores in all groups. **Staff Responsible for Monitoring:** IC's Teachers Admin				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: We will provide new library books and new computers for the library for students who are at risk for not passing the English EOC. **Funding Sources:** Library books and student computers - ESSER - $15,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 1: Administrators, Teachers, and Staff, with aligned visions and goals, will provide educational experiences that are focused on high expectations in a structured environment of accountability in order to improve the Academic Performance of each individual student.

Performance Objective 2: BHS will see an increase in Algebra 1 EOC scores in our Economically Disadvantaged sub-population to 23% in the Meets category

Evaluation Data Sources: Summer EOC results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will provide quality Tier 1 instruction daily in their classrooms. The universal tier--or Tier 1--is the curriculum, instruction, and assessments that we provide to all students in a grade level. This is the instruction that's guaranteed for everyone. Universal tier instruction typically focuses on grade-level standards. **Strategy's Expected Result/Impact:** 80% of students should show success in learning. The other 20% will be provided remediation or reteach. **Staff Responsible for Monitoring:** IC's Teachers Admin **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional Subscriptions - ESSER - $3,750				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide smaller class sizes by dividing the trailer classes, which houses a large number of Eco Dis, At-Risk, and minority students. This will allow for teachers to collaborate with the best practices for student interventions and success. **Strategy's Expected Result/Impact:** Increased achievement on Algebra 1 EOC. **Staff Responsible for Monitoring:** Teachers IC's Counselors Admin **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Prize patrol, SLHM, and other interventions will all be implemented to address at risk student's needs.	Formative			Summative
Strategy's Expected Result/Impact: Increased performance on Algebra 1 EOC	Nov	Feb	Apr	June
TEA Priorities: Build a foundation of reading and math **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
Strategy 4: Math carnival held in the spring during class periods to provide students a fun, educational Algebra review.	Formative			Summative
Strategy's Expected Result/Impact: Increased performance on Algebra EOC	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Teachers IC's Admin **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Resources and prizes needed for carnival - ESSER - $500				850

Strategy 5 Details	Reviews			
Strategy 5: Teachers and staff will provide tutoring opportunities after school and Saturdays for EB students	Formative			Summative
Strategy's Expected Result/Impact: Increased performance on Algebra 1 EOC	Nov	Feb	Apr	June
Staff Responsible for Monitoring: EB Coordinator IC's Teachers Admin **TEA Priorities:** Build a foundation of reading and math				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Teachers will implement Blended Learning instructional strategies in their classrooms increasingly throughout the school year to utilizing technology and other resources to improve reading comprehension. **Strategy's Expected Result/Impact:** Improve Tier 1 Instruction **Staff Responsible for Monitoring:** IC's Admin Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Edge lab computers - ESSER - $10,000, Edge Lab computers - State Comp - $20,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Provide PD to ensure a safe and supportive climate for students, staff, and community that is focused on instruction and involvement.

Performance Objective 1: Teachers, staff, students and administration will provide explicit behavioral expectations and consistently hold everyone accountable.

Evaluation Data Sources: Classroom management expectations, lesson plans, discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will develop, teach, and review classroom expectations, procedures, using training received through Safe and Civll Schools. **Strategy's Expected Result/Impact:** Improved classroom management, increase positive behavior and decrease undesired behaviors **Staff Responsible for Monitoring:** Teachers IC's Admin				852

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will be at their classroom door to help monitor hallways during passing periods and assist administration in the mornings and afternoons to help monitor common areas. **Strategy's Expected Result/Impact:** Improve hallway behavior and behavior in common areas while decreasing incidents in the same areas. **Staff Responsible for Monitoring:** Teachers Monitors Admin				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Provide PD to ensure a safe and supportive climate for students, staff, and community that is focused on instruction and involvement.

Performance Objective 2: BHS will provide PD to improve Tier 1 instruction and implement, practice, follow, and teach (admin & teachers) all safety protocols in order to maintain and improve school safety.

Evaluation Data Sources: Safety committee agendas, drill logs, lesson plans for teaching these protocols.

Strategy 1 Details	Reviews			
Strategy 1: Exterior doors will be checked weekly to ensure that all locks are functioning and doors are secured.	Formative			Summative
Strategy's Expected Result/Impact: Improve safety by decreasing chances of someone being able to enter the building through an exterior door.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Admin Custodial				853

Strategy 2 Details	Reviews			
Strategy 2: Teachers will lock interior doors to rooms when classes are in session	Formative			Summative
Strategy's Expected Result/Impact: Improve interior safety and decreased direct access to classrooms.	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: A Campus Safety Committee will be formed and meet each month to discuss campus safety issues in order to establish and maintain a safe environment for all students and staff while creating supportive communities for students and academic content delivery.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improve safety on campus and keep students engaged in learning. Safety issues are addressed quickly. **Staff Responsible for Monitoring:** Admin Safety Committee members.				

Strategy 4 Details	Reviews			
Strategy 4: Professional Development/Training will be provided throughout the year so all staff will be up to date on safety trainings and know what to do in an emergency.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improve safety response to various emergency situations. **Staff Responsible for Monitoring:** Admin				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Safety drills will be conducted throughout the year, including but not limited to fire drills, shelter in place, lockdowns, etc. **Strategy's Expected Result/Impact:** Teach students proper safety procedures and maintain preparedness for actual an emergency **Staff Responsible for Monitoring:** Teachers Admin				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Professional Development/Training will be provided throughout the year so all staff will be up to date on Tier 1 instructional strategies to assist students who are at risk of dropping out of school. **Funding Sources:** Conference registration and travel fees - ESSER - $5,000				854

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Increase our graduation rate and prepare students for post secondary success.

Performance Objective 1: BHS will provide test prep opportunities throughout the year for PSAT, SAT, ACT, TSI, AP and IB tests.

Evaluation Data Sources: Lesson plans, rosters and sign in sheets (if any).

Strategy 1 Details	Reviews			
Strategy 1: Utilize AVID strategies	Formative			Summative
Funding Sources: - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			855
Strategy 2: Will provide educational opportunities outside of the classroom and help increase CCMR numbers.	Formative			Summative
Funding Sources: Educational field trips fees, buses, student food - ESSER - $5,000	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Bryan High School

Total SCE Funds: $447,630.00
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Instructional coaches, professional tutors, instructional materials, and student computers will be provided to supplement the regular education program for students who are at-risk of dropping out of school.

Personnel for Bryan High School

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Name	Position	FTE
IC	Math	1
IC	ELA	1
IC	ELA	1
IC	Soc Stu	1
IC	SCI	1

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	2	3			$0.00
3	1	1			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ICs		$355,325.00
1	1	2	Edgenuity Lab, student computers		$20,000.00
1	1	3	Tutors, Instructional Materials		$52,305.00
1	2	6	Edge Lab computers		$20,000.00
				Sub-Total	$447,630.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Subscriptions		$3,750.00
1	1	2	Edgenuity Lab, student computers		$10,000.00
1	1	3	Professional tutors, Instructional Materials		$110,356.00
1	1	6	Library books and student computers		$15,000.00
1	2	1	Instructional Subscriptions		$3,750.00
1	2	4	Resources and prizes needed for carnival		$500.00
1	2	6	Edge lab computers		$10,000.00
2	2	6	Conference registration and travel fees		$5,000.00
3	1	2	Educational field trips fees, buses, student food		$5,000.00
				Sub-Total	$163,356.00

Bryan Independent School District

Bryan Collegiate High School

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2023, the Bryan Collegiate High School CNA Planning Team met on March 2, 2023 and April 4, 2023 to conduct a comprehensive needs assessment of the entire school. The planning team was made of Bryan Collegiate High School stakeholders including teachers, counselors, parents, students, community representatives, and campus administrators. Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included school demographics including EDI, AR, Special Populations and race/ethnicity; STAAR Scores, ACT/SAT scores, TELPAS, Blinn course completion; Attendance rates, Drop Out Rates, Graduation Rates, Empirical data from student and staff surveys; CCMR data, AP Participation, professional practices as a campus, student retention, and ICU Data.

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Strengths

- Students feel safe at school
- Recruitment of target populations has improved
- Emergent Bilingual population is growing
- EOC performance is high

Needs

- Student Achievement
- Juniors need to be included in the ICU/CCU plan
- Upperclassmen skip DC labs
- Attendance rate has dropped
- Subset of chronically absent students is growing
- Retention of students

Due to the needs assessment, student achievement and attendance were identified as targeted areas of need. Through continuous progress monitoring, we hope to improve academic achievement for all students and several specific sub-groups of students, including our chronically absent students. Through effective instructional practices such as implementation of the College Board curriculum (Advanced Placement and Pre-Advanced Placement) in several core content areas and using the TTESS rubric along with the monitoring of student data (MAP, district assessments, TSIA, Advanced Placement scores, failure rates, and dual credit data), we expect student achievement to improve.

Key strategies to implement this year to increase student achievement are the full implementation of Advancement Via Individual Determination (AVID) program, implementation of a No Zero Program for freshmen and sophomore students, as well as providing various resources for students to use such as usage of interactive technologies such as document cameras, implementation of the Piviot System for AP Physics students, the usage of LanSchool to help monitor student progress and productivity, and printed resources such as PreAP Materials, Personal Finance Workbooks, and AP practice books.

We will continue to build on our strengths to continue to grow and improve as a campus for the 2023-24 school year.

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2023, the Bryan Collegiate High School CNA Planning Team met on March 2, 2023 and April 4, 2023 to conduct a comprehensive needs assessment of the entire school. The planning team was made of Bryan Collegiate High School stakeholders including teachers, counselors, parents, students, community representatives, and campus administrators. Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included school demographics including EDI, AR, Special Populations and race/ethnicity; STAAR Scores, ACT/SAT scores, TELPAS, Blinn course completion; Attendance rates, Drop Out Rates, Graduation Rates, Empirical data from student and staff surveys; CCMR data, AP Participation, professional practices as a campus, student retention, and ICU Data.

Strengths

- Students feel safe at school
- Recruitment of target populations has improved
- Emergent Bilingual population is growing
- EOC performance is high

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Needs

- Student Achievement, particularly those who have been identified as at-risk and those who are showing learning loss due to COVID
- Juniors need to be included in the ICU/CCU plan
- Upperclassmen skip DC labs
- Attendance rate has dropped
- Subset of chronically absent students is growing
- Retention of students

Due to the needs assessment, student achievement and attendance were identified as targeted areas of need. Through continuous progress monitoring, we hope to improve academic achievement for all students and several specific sub-groups of students, including our chronically absent students. Through effective instructional practices such as implementation of the College Board curriculum (Advanced Placement and Pre-Advanced Placement) in several core content areas and using the TTESS rubric along with the monitoring of student data (MAP, district assessments, TSIA, Advanced Placement scores, failure rates, and dual credit data), we expect student achievement to improve.

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We will continue to build on our strengths to continue to grow and improve as a campus for the 2023-24 school year.

Demographics

Demographics Summary

Bryan Collegiate High School serves an urban area that encompasses approximately 453 square miles in Brazos County. Bryan ISD is the largest school district in Brazos County, and Bryan Collegiate High School is the only TEA designated Early College High School in Brazos County.

Per the Texas Education Agency Early College High School Blueprint published in 2017, our target population for recruitment is at-risk, low income, first generation and those who are traditionally underrepresented in higher education (i.e. students of color).

Enrollment Count By Grade

Grade 9	Grade 10	Grade 11	Grade 12	Total
145	130	94	97	466
				~~863~~

Enrollment Count By Ethnicity

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Asian	2	0	1	1	4
Black	3	4	3	3	13
Hisp or Latino	113	110	74	75	372
Two or More	2	1	4	1	8
White	25	15	12	17	69
	145	130	94	97	466

Enrollment Count By Meal Status

Status	Count
Free Meals	218
Reduced Meals	26

Status	Count
Other Eco-Dis	119

At Risk Count By Grade level

Grade 9	Grade 10	Grade 11	Grade 12	Total
89	68	53	46	256

Retention by Grade Level

Grade						F13	S14	F14	S15	F15	S16	F16	S17	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22	F22	S23
9						104	102	126	114	162	151	147	141	149	143	146	143	148	147	137	127	141	136	145	142
10						91	88	96	95	123	114	139	137	123	117	127	126	129	114	145	129	112	106	130	126
11						88	85	81	74	93	76	101	90	114	107	103	92	117	107	99	86	108	102	94	91
12						58	58	53	68	59	51	73	67	83	80	98	83	83	80	101	97	79	71	97	90
TOTAL								356	351	437	392	460	435	469	447	474	444	477	448	482	439	440	415	466	449
GRADS							57		67		51		67		80		83		80		97				90

Demographics Strengths

Demographics Strengths

Our Hispanic population is high and our total minority enrollment is higher than the other high schools. Our African American population continues to grow very slowly, but we are still lagging behind the district percentage.

We believe we had a good recruiting year focused on our target groups. The demographics for the class of 2027:

Incoming Freshmen 23-24 school year (as of June 8th)

- 55% At-Risk (as defined by PEIMS) (increase from last year from 53%)
- 5.1% African American (increase last year from 2.6%)
- 80% classified as First-Generation (decease from last year from 87%)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Cohorts struggle to retain students from year-to-year. **Root Cause:** All students in the respective cohorts are not utilizing the additional supports in place to experience academic success.

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Student Learning

Student Learning Summary

STAAR EOC Results are not expected until later June 2023 and will be updated at that time.

HS Course Failure Rates													
	Fall 17	Spring 18	Fall 18	Spring 19	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22	Fall 22	Spring 23	
9th	20%	21%	19%	22%	26%	14%	23%	40%	12%	14%	14%	21%	
10th	22%	32%	24%	25%	28%	35%	34%	44%	36%	30%	20%	19%	
11th	21%	31%	39%	41%	16%	22%	45%	59%	41%	44%	43%	43%	
12th	13%	6%	18%	18%	14%	11%	31%	23%	20%	36%	28%	29%	

866

AP Exam Participation							
	2018	2019	2020	2021	2022	2023	
AP Phys	12	25	22	28	22		
AP WH	33	35	53	26	33		
AP Span	31	59	50	47	57		
Total Tests	76	119	125	101	112		
Enrollment	444	445	448	432	414		

Degree Info							
	Sp 2018	Sp 2019	Sp 2020	Sp 2021	Sp 2022	Sp 2023	
Assoc Deg	14	8	10	18	14	26	
Core Comp	54	50	35	42	41	55	
Grads	80	83	80	97	71	90	

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Student Learning Strengths

Our STAAR achievement data continues to remain strong when compared to state and district data. Our course failure rate remains steady and we have seen significant drops in course failure rates due to the ICU/CCU program.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At-Risk subgroups and students who exhibit a learning gap from COVID continue to under perform compared to students who are not part of these groups. **Root Cause:** Lexile, STAAR, TSIA and failure data shows that there is an academic gap in reading and writing for students in this group.

School Processes & Programs

School Processes & Programs Summary

As part of our ongoing learning as a campus, our administration and teachers do regular walks in classrooms to give feedback to teachers. Campus administrators complete walkthorughs weekly on multiple teachers where teachers do one peer-walkthrough on each other each week. Lesson plans are reviewed by department leaders on a regular basis during our team leader period. The Associate Principal and IC attends departmental meetings on a regular basis and data is tracked on a teacher and student level.

Students at the 9th and 10th grade level participate in the ICU program to help mitigate failure rates and to encourage meaningful student learning. This year we will include Juniors in the ICU/CCU programming as well to try to decrease junior level high school failure rates.

To help support our students with their socio-emotional development, we will continue with the social-emotional Families initiative that meets for 40 minutes per week on Friday's. This time is structured to help students build internal character traits that will develop grit.

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School Processes & Programs Strengths

The campus has worked very hard to ensure that there are multiple layers of support for students both academically and social-emotionally. Some of the support structures that we have in place are ICU, grade level teamings, Path Courses, and multiple acacemic intervention courses.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a percentage of students who leave during or at the end of the school year. **Root Cause:** Students lack the soft skills and character traits that will help them overcome academic struggles.

Perceptions

Perceptions Summary

Overall, the campus at Bryan Collegiate High School has a very positive school culture. Knowledge of this is based on both empirical data from student surveys as well as conversations and relationships between both staff and students.

While our school culture and climate are positive for all groups of students, there are a few places where we can improve our culture. This upcoming year we will continue to focus on character development as part of the Families initiative. This Family time is intended to be peer lead with a focus on student social-emotional growth.

Perceptions Strengths

According to the Spring 2023 student survey developed survey results:

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- 96% of students feel safe and 100% of staff feel safe at BCHS.
- 97% of students agree with the statement that “My campus has a positive atmosphere.”
- 100% of staff agree with the statement that "This school has a positive culture."
- 97% of students agree with the statement that “Adults working at this school treat me respectfully.”
- 95% of students agree with the statement that “Adults working at this school treat me with kindness.”
- 97% of students agree with the statement that "People of different cultural backgrounds, races, or ethnicities get along well at this school."
- 100% of parents that responded agree with the statement that "I feel welcome at my child's school."
- 100% of parents that responded agree with the statement that "My child is safe at this school."
- 100% of parents that responded agree with the statement that ""Overall, this school is a friendly place."

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have low parent involvement in multiple school activities. While we invite all parents to various meetings and events throughout the year, our participation rate is about 10%. **Root Cause:** The lack of parent activities that provide time/topic that attracts all parents.

Priority Problem Statements

Problem Statement 1: Cohorts struggle to retain students from year-to-year.
Root Cause 1: All students in the respective cohorts are not utilizing the additional supports in place to experience academic success.
Problem Statement 1 Areas: Demographics

Problem Statement 2: At-Risk subgroups and students who exhibit a learning gap from COVID continue to under perform compared to students who are not part of these groups.
Root Cause 2: Lexile, STAAR, TSIA and failure data shows that there is an academic gap in reading and writing for students in this group.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a percentage of students who leave during or at the end of the school year. 870
Root Cause 3: Students lack the soft skills and character traits that will help them overcome academic struggles.
Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

871

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

872

Goals

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions standardized tests by the end of the current school year.

Performance Objective 1: STAAR EOC data will reflect at least a 3% increase across all tests for the "Meets Grade" Level

Evaluation Data Sources: Spring semester STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will implement research-based instructional strategies such as 7 Steps to a Language-Rich Interactive Classroom and AVID WICOR strategies. **Strategy's Expected Result/Impact:** Lesson plans and walkthrough observations **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All teachers will conduct at least one peer walkthrough every two weeks to learn from others as well as provide peer feedback for improvements. Data from these walk-throughs will be used for coaching and professional development. **Strategy's Expected Result/Impact:** Completed walk through forms and tracking document **Staff Responsible for Monitoring:** Principal and Principal's Secretary. **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 9th and 10th grade core teachers will require all of their students to read a novel or collection of scholarly/ expository essays or articles with their curriculum during the school year. **Strategy's Expected Result/Impact:** Novel assignments **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All teachers will have at least one high stakes writing assignment in the fall and one in the spring. **Strategy's Expected Result/Impact:** Samples of high stakes writings each semester. **Staff Responsible for Monitoring:** Principal and Associate Principal **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: AVID classes will utilize AVID trained tutors across multiple grade levels on a weekly basis to address the learning loss and close the learning gap that took place during COVID. **Strategy's Expected Result/Impact:** Increase in achievement and decrease in failure rate. **Staff Responsible for Monitoring:** AVID Site Coordinator **Funding Sources:** AVID Tutors - ESSER - $6,000				874

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions standardized tests by the end of the current school year.

Performance Objective 2: The percentage of students earning meets performance level for Algebra I EOC will grow from 64% to 70%.

Evaluation Data Sources: Spring semester STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Depending on need (based on STAAR scores or teacher recommendations) students will be enrolled High School Math Lab. **Strategy's Expected Result/Impact:** Class Rosters and Master Schedule **Staff Responsible for Monitoring:** Principal and Lead Counselor **Funding Sources:** - Local Funds - Campus				875

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: EOC teachers will offer EOC tutorials and prep sessions after school and on Saturdays during the spring semester to support the needs of our at-risk learners. **Strategy's Expected Result/Impact:** Sign in sheets **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** EOC Tutoring - State Comp - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All Algebra I students will be enrolled in PreAP level course work for Algebra I to address learning loss and close the learning gap that occurred during school closures. **Strategy's Expected Result/Impact:** Increase in achievement and decrease in failure rates. **Staff Responsible for Monitoring:** Associate Principal and Lead Counselor. **Funding Sources:** PreAP Materials - ESSER - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions standardized tests by the end of the current school year.

Performance Objective 3: The percentage of students earning meets performance level for English I EOC and English II EOC will maintain at 90% or above.

Evaluation Data Sources: Spring semester STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Students who show evidence of reading skill below grade level will be enrolled in Reading 180 as a small group Tier 2 intervention. **Strategy's Expected Result/Impact:** Increase in lexile scores from BOY to EOY. **Staff Responsible for Monitoring:** Principal and Lead Counselor **Funding Sources:** - Local Funds - Campus				876

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: EOC teachers will offer EOC tutorials and prep sessions after school and on Saturdays during the spring semester to support the needs of our at-risk learners. **Strategy's Expected Result/Impact:** Sign in sheets **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** EOC Tutoring - State Comp - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: A practical writing course will be offered to at least two sections of 10th grade students that have not shown success on TSIA or English I STAAR. **Strategy's Expected Result/Impact:** Class Rosters and Master Schedule **Staff Responsible for Monitoring:** Principal and Lead Counselor **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All 9th, 10th and 11th grade students will be enrolled in PreAP or AP level course work for core content classes to address learning loss and close the learning gap that occurred during school closures. **Strategy's Expected Result/Impact:** Increase in achievement and decrease in failure rates. **Staff Responsible for Monitoring:** Associate Principal and Lead Counselor **Funding Sources:** PreAP Materials - ESSER - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

877

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions standardized tests by the end of the current school year.

Performance Objective 4: Increase the retention rate of 9-12th grade students by 4% as determined by students who leave for academic reasons from September 1 - June 1.

Evaluation Data Sources: Leaver information.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Tutoring Services outside of the regular school day as well as during Saturday school to support the needs of at-risk students by providing accelerated instruction as indicated in a student's Accelerated Instructional Plan (AIP). **Strategy's Expected Result/Impact:** Sign in sheets **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** Saturday and After School Tutorials - State Comp - $2,100				878

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Intensive Care Unit/Critical Care Unit - At-risk students who do not turn in their homework will be assigned to ICU during the lunch block. At-Risk students will be assigned to CCU on Friday afternoon and be required to complete any outstanding missing assignments. **Strategy's Expected Result/Impact:** Decrease in failure rate **Staff Responsible for Monitoring:** Principal **Funding Sources:** CCU Tutorials - State Comp - $2,700				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All students will be enrolled in AVID to learn academic skills such as organization, time management, AVID WICOR, as well as college/career research, higher ed admissions, and financial aid. **Strategy's Expected Result/Impact:** Class Rosters and Master Schedule Decrease in failure rates **Staff Responsible for Monitoring:** Lead Counselor				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use technology to enhance their instruction and progress monitor as appropriate such as Math XL, LandSchool, Pivot Interactive, Turn It In, etc. to address learning loss and close the learning gap that occurred during school closures.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: These various platforms will continue to address learning loss by implementing progress monitoring and providing immediate feedback for students and their teachers. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Technology resources - ESSER - $10,851				

Strategy 5 Details	Reviews			
Strategy 5: At each three week grade pull teachers will contact parents in regards to failures.	Formative			Summative
Strategy's Expected Result/Impact: Failure list and parent contact logs **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Grade level teams will meet periodically during weekly PD time every three weeks to review failure reports	Formative			Summative
Strategy's Expected Result/Impact: Decrease in failure rates **Staff Responsible for Monitoring:** Principal and Associate Princiapal **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Implementation of a No Zero Program, called ICU/CCU, for freshmen and sophomore students to increase student achievement and address learning loss and close the learning gap that occurred during school closures. The campus will contract with an independent contractor to update the ICU/CCU framework to ensure the program is up to date and run with fidelity.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decrease in failure rates **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** No Zero Program Independent Contractor - ESSER - $2,500				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Implementation of school wide AVID program. **Strategy's Expected Result/Impact:** Decrease in failure rates; increase in retention **Staff Responsible for Monitoring:** Principal and Associate Principal **Funding Sources:** AVID Membership - Local Funds - District				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: A team of professional staff will be trained on the implementation of the school wide AVID initiative to address the learning loss and close the learning gap that took place during COVID. **Strategy's Expected Result/Impact:** Decrease in failure rates; increase in retention **Staff Responsible for Monitoring:** Principal and Associate Principal **Funding Sources:** AVID Professional Development - Statewide - ESSER - $7,000, AVID Professional Development - National - ESSER - $5,000				880

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions standardized tests by the end of the current school year.

Performance Objective 5: By the end of the school year passing rates for TSIA/TSI will increase by 5% in reading at the 9th & 10th grade level and 5% in math & writing at the 11th grade level.

Evaluation Data Sources: TSIA Data Benchmark at BOY and EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Students will be enrolled in Practical Writing if they have not passed the grade level appropriate section of TSIA for reading or writing. **Strategy's Expected Result/Impact:** Class roster and master schedule **Staff Responsible for Monitoring:** Principal and Lead Counselor **Funding Sources:** - Local Funds - Campus				881

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The BCHS Associate Principal will create a testing calendar to target TSIA testing so that instructional time is maximized to allow students to receive as much instruction as possible before testing each semester. **Strategy's Expected Result/Impact:** Increase in TSIA passing rates **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions standardized tests by the end of the current school year.

Performance Objective 6: Increase AP exam participation to 25% of total student enrollment in each respective AP course.

Evaluation Data Sources: AP Score Rosters for academic year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Enroll Native Spanish speakers to take the AP Spanish Language and Culture exam. **Strategy's Expected Result/Impact:** AP score rosters **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** - Local Funds - Campus				882

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide AP test prep sessions for students that sign up for AP exams to support the needs of our at-risk learners. **Strategy's Expected Result/Impact:** AP score rosters **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** AP Prep Sessions - State Comp - $750				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Assist students in paying for AP exams. **Strategy's Expected Result/Impact:** Increase in AP participation rates **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** AP Exam Subsidy (campus based) - Local Funds - Campus - $750				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide AP test prep materials for students that sign up for AP exams to support the needs of our at-risk learners. **Strategy's Expected Result/Impact:** Increase in AP scores. **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** AP Prep Books - State Comp - $3,500				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions standardized tests by the end of the current school year.

Performance Objective 7: Increase the campus ACT average composite score by 1 point and increase the campus SAT average combined score by 25 points.

Evaluation Data Sources: SAT and ACT aggregate score reports.

Strategy 1 Details	Reviews			
Strategy 1: All 9th, 10th and 11th grade students will take PSAT during the fall semester.	Formative			Summative
Strategy's Expected Result/Impact: Increase in SAT participation **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June
				883

Strategy 2 Details	Reviews			
Strategy 2: All 11th grade students will participate in the SAT school day in the spring semester	Formative			Summative
Strategy's Expected Result/Impact: SAT Participation Increase **Staff Responsible for Monitoring:** Associate Principal and Junior AVID Teacher **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: All 11th grade students will participate in the ACT school day in the spring semester	Formative			Summative
Strategy's Expected Result/Impact: ACT Participation Increase **Staff Responsible for Monitoring:** Associate Principal and Junior AVID Teacher	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: The campus will assist students in paying for ACT exam	Formative			Summative
Strategy's Expected Result/Impact: Increase in ACT participation **Staff Responsible for Monitoring:** Associate Principal and Junior AVID Teacher **Funding Sources:** ACT Exam Subsidy (campus based) - Local Funds - Campus - $500	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Bryan Collegiate will hold Saturday mock ACT and mock SAT tests to familiarize students with test timing and format **Strategy's Expected Result/Impact:** Increase in ACT and SAT participation **Staff Responsible for Monitoring:** Principal and Junior AVID Teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

884

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions standardized tests by the end of the current school year.

Performance Objective 8: 100% of students will have all necessary courses, documents, tests, service hours, etc. to create competitive college and scholarship applications.

Evaluation Data Sources: 100% of seniors accepted to at least one four-year university.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Beginning with a student's freshman year, students will create and upkeep a graduation portfolio. **Strategy's Expected Result/Impact:** Graduation Portfolios **Staff Responsible for Monitoring:** AVID Teachers **Funding Sources:** - Local Funds - Campus	Nov	Feb	Apr	June 885

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: All students will participate in college trips to career and cultural events to assist them in college/career decisions and goals at least once per year to support the needs of our at-risk learners in May. **Strategy's Expected Result/Impact:** Rosters of trips and trip itineraries **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** Transportation - State Comp - $7,000, Meals - Local Funds - Campus - $1,000	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Seniors will enroll and participate in the Foundations of Personal Finance curriculum to understand the role finances will play to address the learning loss and close the learning gap that took place during COVID. **Strategy's Expected Result/Impact:** Successful completion of course modules. **Staff Responsible for Monitoring:** Senior AVID Teacher **Funding Sources:** Printed Workbooks - ESSER - $2,500	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: BCHS will hold an application night in August with the assistance of the Advise Texas Corps from Texas A&M University. **Strategy's Expected Result/Impact:** Sign In Sheets **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: BCHS will hold a FAFSA/Financial Aid night in the fall semester with the assistance of the Financial Aid offices from Texas A&M University and Blinn College. **Strategy's Expected Result/Impact:** Sign in Sheets **Staff Responsible for Monitoring:** Principal and Senior AVID Teacher **Funding Sources:** Food and Refreshments - Local Funds - Campus - $200				886

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions standardized tests by the end of the current school year.

Performance Objective 9: 100% of students will complete the necessary community service requirements by the conclusion of the school year.

Evaluation Data Sources: Number of community service hours completed.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: BCHS will use the X2VOL system to keep track of service hours for each student. **Strategy's Expected Result/Impact:** Community engagement via community service. **Staff Responsible for Monitoring:** Principal and AVID Department **Funding Sources:** X2VOL License - Local Funds - Campus - $1,250				887

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: AVID teachers will contact parents in danger of not completing their yearly service requirements. **Strategy's Expected Result/Impact:** Community engagement via community service. **Staff Responsible for Monitoring:** AVID Department **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: AVID III Students will participate in the Junior Service Project Symposium to present a unique commuinty service project. **Strategy's Expected Result/Impact:** Community engagement via community service. **Staff Responsible for Monitoring:** AVID III Teacher and Associate Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Recruit and retain a highly effective faculty and support them with on-going quality professional development to support teacher self-efficacy and student success.

Performance Objective 1: 100% of teachers at BCHS will be highly qualified and effective.

Evaluation Data Sources: Teacher SBEC Certifications and local trainings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status to ensure that minority and low-income students are taught at the same rate as other students. **Strategy's Expected Result/Impact:** SBEC Certification records **Staff Responsible for Monitoring:** Principal				888

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus will reimburse teachers for certifications that are needed to serve our students. **Strategy's Expected Result/Impact:** Expanded Course Offerings **Staff Responsible for Monitoring:** Principal **Funding Sources:** Certification Reimbursements - Local Funds - Campus - 1992-11-003-11-01-639900 - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will complete professional development in August/September to address sexual harassment, bullying prevention policies and procedures, and CPS procedures. **Strategy's Expected Result/Impact:** Certificates of Completion **Staff Responsible for Monitoring:** Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will attend AVID summer training for learn about college readiness strategies for at-risk students. **Funding Sources:** AVID Professional Development - Statewide - State Comp - $3,519				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Recruit and retain a highly effective faculty and support them with on-going quality professional development to support teacher self-efficacy and student success.

Performance Objective 2: Retain at least 80% of BCHS faculty and staff.

Evaluation Data Sources: Number of faculty and staff returning for the 2023-2024 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Weekly professional development for teachers to implement research based instructional strategies such as 7 Steps to a Language-Rich Interactive Classroom and AVID WICOR strategies. **Strategy's Expected Result/Impact:** Agendas and sign in sheets **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June
				889

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Create a positive environment through weekly staff celebrations and affirmations. **Strategy's Expected Result/Impact:** Celebrations on agendas, staff survey **Staff Responsible for Monitoring:** Principal and Associate Principal	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Vote on Teacher of the Month by staff and students. **Strategy's Expected Result/Impact:** Votes and recognition **Staff Responsible for Monitoring:** Associate Principal	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide professional development for teachers to assist in addressing the needs of students who are homeless, suicidal, in conflict, experience dating violence, dyslexia programs and pregnancy related services. **Strategy's Expected Result/Impact:** Agendas **Staff Responsible for Monitoring:** Lead Counselor	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Recruit and retain a highly effective faculty and support them with on-going quality professional development to support teacher self-efficacy and student success.

Performance Objective 3: 100% of teachers at BCHS will have their ESL certification by the end of the school year.

Evaluation Data Sources: Teacher SBEC Certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Prep courses will be offered through out the summer and school year for teachers to prepare for the ESL examination to support the needs of our at-risk learners. **Strategy's Expected Result/Impact:** Roster of participation **Staff Responsible for Monitoring:** Principal **Funding Sources:** Travel and registration funds for ESL prep courses - Local Funds - Campus - 1992-13-003-11-01-641100 - $250				890

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus administration will provide class coerage for all employees that want to participate in an ESL prep course and to test. **Strategy's Expected Result/Impact:** Attendance certificates and testing receipts **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and successful development of students.

Performance Objective 1: At least 95% of students and teachers will agree that they feel physically, emotionally and academically safe in the school environment.

Evaluation Data Sources: Empirical district survey results in Spring

Strategy 1 Details	Reviews			
Strategy 1: All teachers will receive training from Safe & Civil Schools regarding the implementation of CHAMPS, Positive behavior supports and early stage interventions. **Strategy's Expected Result/Impact:** Sign in sheets from PD **Staff Responsible for Monitoring:** Principal and Associate Principal	Formative			Summative
	Nov	Feb	Apr	June
				891

Strategy 2 Details	Reviews			
Strategy 2: The campus safety committee will meet once a month to review the safety of our facility. **Strategy's Expected Result/Impact:** Agendas, minutes of meeting and sign in sheets. **Staff Responsible for Monitoring:** Associate Principal	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The Safe & Civil Schools Team will meet at least once per month to review campus discipline data, procedures, culture and climate. They will review discipline reports. **Strategy's Expected Result/Impact:** Agendas, minutes of meeting and sign in sheets. **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will be trained in August (and an update in January) to know what resources are available and how to handle crisis and special situations such as (but not limited to) mental health intervention, suicide prevention, conflict resolution, drug and violence prevention, dyslexia treatment, pregnancy related services, and homeless services. **Strategy's Expected Result/Impact:** Agendas, minutes of meeting and sign in sheets. **Staff Responsible for Monitoring:** Lead Counselor	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: "Families" will meet every Friday for 40 minutes. This mixed grade level group will allow for peer mentoring, team building, character development lessons, as well as social-emotional learning. **Strategy's Expected Result/Impact:** Student rosters and yearly planning document. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

892

Goal 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and successful development of students.

Performance Objective 2: By the end of the academic school year, the year-to-date the attendance rate will be at least 98%.

Evaluation Data Sources: EOY PEIMS documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The Safe & Civil Schools team will come up with incentives and rewards for students who have perfect attendance each six weeks. These rewards will be advertised to students. **Strategy's Expected Result/Impact:** Implementation of PBS plan. **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** PBIS Awards Purchases - Local Funds - Campus - 1992-11-003-11-01-649903 - $750				893

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Data validation team will monitor, attendance data, drop out roster and leaver codes and make recommendations to prevent dropouts. **Strategy's Expected Result/Impact:** Agendas and minutes of meeting. **Staff Responsible for Monitoring:** Associate Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The data validation team will implement truancy prevention measures as appropriate for students who are truant from school. **Strategy's Expected Result/Impact:** Discipline Information **Staff Responsible for Monitoring:** Associate Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The Associate Principal will determine who the "Chronically Absent Students" are using data from 5Lab and will meet with the students and their parents before the school year begins to mitigate any absenteeism reasons . **Strategy's Expected Result/Impact:** Increase in attendance rate. **Staff Responsible for Monitoring:** Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: The attendance clerk will submit an end of day absenteeism report to the principal and associate principal for them to review each day to monitor attendance and to track Chronically Absent Students. **Strategy's Expected Result/Impact:** Increase in attendance rate. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

894

Goal 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and successful development of students.

Performance Objective 3: Have no students on the dropout roster.

Evaluation Data Sources: 2022-2023 PEIMS documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Use data validation teams to ensure that all students are tracked down to a new school. **Strategy's Expected Result/Impact:** Agendas, minutes of meeting and sign in sheets; drop-out roster **Staff Responsible for Monitoring:** Principal and Associate Principal				895

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and successful development of students.

Performance Objective 4: Develop and nurture school and community partnerships.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Students in the 12th grade and that are at least 18 years old may participate in the "Success Powered By You" program hosted by the Texas A&M AgriLife Extension Agency **Strategy's Expected Result/Impact:** Increase in soft skill acquisition. **Staff Responsible for Monitoring:** Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Students will engage in the Bryan ISD and Habitat for Humanity partnership (the Bryan ISD Build) to raise funds and awareness for the Bryan ISD Build. **Strategy's Expected Result/Impact:** Increase in soft skill acquisition and increase in volunteerism. **Staff Responsible for Monitoring:** Principal				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Develop a college-going culture in which staff and students are academically challenged and supported in a safe and positive environment.

Performance Objective 1: At least 50% of BCHS parents will take part in volunteer opportunities, PTSO, attend open house, school events and/or other parent nights.

Evaluation Data Sources: Event sign in sheets with parent signatures.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Hold Open House in early October for all students and parents to attend. **Strategy's Expected Result/Impact:** Sign in sheets. **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June
				897

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Hold a "New to BCHS and AVID" freshman parent meeting before the first day of school in August to help orient parents on what to expect as a BCHS parent. **Strategy's Expected Result/Impact:** Sign in sheets and agendas. **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Provide an English and Spanish room for each parent meeting held at BCHS. **Strategy's Expected Result/Impact:** Sign in sheets and agendas **Staff Responsible for Monitoring:** Principal **Funding Sources:** Translation Services - Local Funds - Campus - 1992-11-003-11-01-611800 - $250	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Hold a grade level AVID nights during the fall semester for sophomore and junior parents to cover important topics and information for parents and students. **Strategy's Expected Result/Impact:** Sign in sheets and agendas. **Staff Responsible for Monitoring:** Principal	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Develop a college-going culture in which staff and students are academically challenged and supported in a safe and positive environment.

Performance Objective 2: School to family communication will occur at least twice a month.

Evaluation Data Sources: Copies of parent communications and ParentLink records

Strategy 1 Details	Reviews			
Strategy 1: Parent link will be used at least once a month to communicate important information to parents	Formative			Summative
Strategy's Expected Result/Impact: ParentLink records.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Associate Principal				

Strategy 2 Details	Reviews			898
Strategy 2: The main BCHS website as well as club sites will display relevant and up to date information.	Formative			Summative
Strategy's Expected Result/Impact: Website information	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal				

Strategy 3 Details	Reviews			
Strategy 3: Use the campus Twitter accounts to update parents and students on the events and Good Things at BCHS.	Formative			Summative
Strategy's Expected Result/Impact: Twitter postings and followers.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Develop a college-going culture in which staff and students are academically challenged and supported in a safe and positive environment.

Performance Objective 3: All incoming freshmen will participate in a summer bridge program.

Evaluation Data Sources: Rosters of students

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All incoming 9th grade students will participate in a summer bridge program in August before school starts. **Strategy's Expected Result/Impact:** Sign in Sheets and rosters **Staff Responsible for Monitoring:** Principal and Counselor **Funding Sources:** Lunches - Local Funds - Campus - Student Activity - $500				899

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Develop a college-going culture in which staff and students are academically challenged and supported in a safe and positive environment.

Performance Objective 4: All students will engage in community service on a consistent and ongoing basis throughout the school year.

Evaluation Data Sources: Volunteerism Tracking Software

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All 9th grade students will complete at least 10 hours of community service before the end of the academic year. **Strategy's Expected Result/Impact:** Increase in volunteerism. **Staff Responsible for Monitoring:** AVID I Teacher				900

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All 10th grade students will complete at least 30 hours of community service before the end of the academic year. **Strategy's Expected Result/Impact:** Increase in volunteerism. **Staff Responsible for Monitoring:** AVID II Teacher				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All 11th grade students will complete at least 60 hours of community service and complete a project to present at the Service Project Symposium in the spring semester. **Strategy's Expected Result/Impact:** Increase in volunteerism. **Staff Responsible for Monitoring:** AVID III Teacher				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: All 12th grade students will complete at least 100 hours of community service before the end of the academic year. **Strategy's Expected Result/Impact:** Increase in volunteerism. **Staff Responsible for Monitoring:** AVID IV Teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Develop and maintain an advisory committee, that includes Blinn College administration, that meets regularly to address issues of ECHS design, implementation, ongoing implementation, and sustainability.

Performance Objective 1: The advisory committee will meet at least three times per academic year to discuss implementation and sustainability of the ECHS.

Evaluation Data Sources: Agendas and sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Identify members and the role each member in the steering committee. **Strategy's Expected Result/Impact:** Agendas, sign in sheets, and minutes. **Staff Responsible for Monitoring:** Principal				901

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Bryan Collegiate High School

Total SCE Funds: $22,569.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Bryan Collegiate is using SCE funds for the 23-24 school year for professional tutors, AVID tutors, professional resources, transportation, and for professional development to supplement the regular education program for students who are identified as at-risk of dropping out of school.

902

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	2	1			$0.00
1	3	1			$0.00
1	3	3			$0.00
1	4	5			$0.00
1	4	6			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	6	1			$0.00
1	6	3	AP Exam Subsidy (campus based)		$750.00
1	7	1			$0.00
1	7	2			$0.00
1	7	4	ACT Exam Subsidy (campus based)		$500.00
1	8	1			$0.00
1	8	2	Meals		$1,000.00
1	8	4			$0.00
1	8	5	Food and Refreshments		$200.00
1	9	1	X2VOL License		$1,250.00
1	9	2			$0.00
2	1	2	Certification Reimbursements	1992-11-003-11-01-639900	$500.00
2	3	1	Travel and registration funds for ESL prep courses	1992-13-003-11-01-641100	$250.00
3	2	1	PBIS Awards Purchases	1992-11-003-11-01-649903	$750.00
4	1	3	Translation Services	1992-11-003-11-01-611800	$250.00
4	3	1	Lunches	Student Activity	$500.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$5,950.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	8	AVID Membership		$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	EOC Tutoring		$1,500.00
1	3	2	EOC Tutoring		$1,500.00
1	4	1	Saturday and After School Tutorials		$2,100.00
1	4	2	CCU Tutorials		$2,700.00
1	6	2	AP Prep Sessions		$750.00
1	6	4	AP Prep Books		$3,500.00
1	8	2	Transportation		$7,000.00
2	1	4	AVID Professional Development - Statewide		$3,519.00
				Sub-Total	$22,569.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	AVID Tutors		$6,000.00
1	2	3	PreAP Materials		$500.00
1	3	4	PreAP Materials		$2,000.00
1	4	4	Technology resources		$10,851.00
1	4	7	No Zero Program Independent Contractor		$2,500.00
1	4	9	AVID Professional Development - Statewide		$7,000.00
1	4	9	AVID Professional Development - National		$5,000.00
1	8	3	Printed Workbooks		$2,500.00
				Sub-Total	$36,351.00

Addendums

905

STATE COMPENSATORY EDUCATION

PROGRAM EVALUATION NARRATIVE

CAMPUS NAME: BRYAN COLLEGIATE HIGH SCHOOL

NARRATIVE INSTRUCTIONS

BEFORE BEGINNING WORK, SAVE THIS PAGE:
File → Download → Microsoft Word. A Word icon will appear at the bottom left-hand corner of this page. Mouse over it and left click. The narrative template will open and then you can save it to your computer.

TO COMPLETE THIS NARRATIVE:

1. Enter your campus name above.
2. Answer questions 1 and 2 following the directions below.
3. Save as a PDF titled 2021-22 "Campus Name" SCE Narrative.
4. Upload as an attachment in Plan4Learning in the 2021-22 plan year by June 30.
5. Send Robin Trowbridge a confirmation email.

QUESTION 1

List and describe each SCE funded campus strategy/intervention and the cost allocated to each (be sure to include ICs, Bilingual stipends, etc.). Use your EOY SCE budget report and campus improvement plan to gather this information.

STRATEGY/INTERVENTION	DESCRIPTION	COST ALLOCATED
LANSCHOOL SOFTWARE	SOFTWARE TO HELP MONITOR PROGRESS AND PRODUCTIVITY FOR AT RISK STUDENTS	$2,880.00
PIVIOT SOFTWARE	SOFTWARE TO HELP PROGRESS MONITOR FOR AT RISK AP PHYSICS STUDENTS	$625.00
STUDENT TRANSPORTATION	TRANSPORTATION FOR COLLEGE TRIPS FOR AT RISK STUDENTS	$11,655.00
TUTORS	PROVISION OF SUPPLEMENTAL TUTORING FOR AT RISK STUDENTS FOR STAAR EOC'S, AP TESTS, ETC…	$11, 550.00
PD TRAVEL	TRAVEL FOR STAFF FOR AVID IMPLEMENTATION PD	$2,900.00
TOTAL		

QUESTION 2

To determine the effectiveness of the strategies/interventions listed in question 1, answer the grade span questions below relevant to your campus.

- Parts A and B - use disparity outcome results from your completed SCE workbook
- Part C - high school completion information results from your completed SCE workbook.

A. Grades K-2: How effective were the interventions in reducing retention rates in this grade span from one year to the next? What is your evidence?

B. Grades 3-12: How effective were the interventions in reducing any disparity in performance on state assessments between identified at-risk students and those students not identified as at-risk? What is your evidence?

The disparity decreased in almost all areas for EOC passage rates, course failure rates, and dual credit completion rates as evidenced by the data associated with each area.

C. Grades 9-12: How effective were the interventions in reducing any disparity in the rates of high school completion between identified at-risk students and those students not identified as at-risk? What is your evidence?

The disparity decreased as we had no drop outs for the 2020-2021 school year.

KEEP IN MIND AS YOU PLAN FOR NEXT YEAR:

1. SCE resources must be redirected when evaluations indicate strategies were unsuccessful in producing desired results for students at-risk of dropping out of school, and
2. SCE strategies/interventions must be aligned with the campus comprehensive needs assessment and included in the campus improvement plan along with a fund source and amount.
3. SCE funds may only be used to supplement the regular education program for students identified as at-risk of dropping out of school.

STATE COMPENSATORY EDUCATION

PROGRAM EVALUATION NARRATIVE

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3. SCE funds may only be used to supplement the regular education program for students identified as at-risk of dropping out of school.

Bryan Independent School District

Mary Catherine Harris School

2023-2024 Campus Improvement Plan

910

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

911

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During the spring semester and on April 10th, staff members at MC Harris, DAEP, and JJC provided feedback in several areas --

How are our students doing - what is going well? what needs work?

How are our staff doing - what is going well? what needs work?

Classroom Management - what is going well? what needs work?

Professional Practices - what is going well? what needs work?

913

HS DAEP - HS DAEP CNA

MS DAEP - MS DAEP CNA

JJC - JJC CNA

MC Harris - MCH CNA

Demographics

Demographics Summary

General Information

Enrollment: 190 Total for MC Harris (9th-12th); DAEP enrollment varies but is usually around 90 for Intermediate, Middle School and High School and around 5 for Elementary; JJC enrollment also varies and ranges from 35-48 (ages 10-17).

Our campus is comprised of several different programs. MC Harris is for over-aged and under credited high school students who are sent to our campus from the traditional high schools in the district and beginning in the 23-24 school year, we are adding true 1st and 2nd year high school students. Our goal is for them to be able to focus with smaller class size and more intense intervention. EDAEP/DAEP campus/classrooms receive students from their home campuses who have either a mandatory or discretionary placement to the alternative campus for a set number of days based on the severity and type of offense. JJC is the Brazos County Juvenile Detention Center where students who are 17 and under are incarcerated for period determined by the legal system.

914

Demographics Strengths

Smaller numbers than traditional campuses.

Student Learning

Student Learning Summary

Projected Score fo the 22-23 school year is an 86 - B.

How Far - 22-23 Projected Score

Still need to work on CCMR and increasing the opportunities at MC Harris for students to earn CCMR.

915

No accountability ratings for 2020 and 2021.

CCMR has increased to a scaled score of 88 based on district data.

2019 Campus Accountability

Overall: 66-Met Alternative Standard

Domain I: 64.2-Met Alternative Standard

Domain II, Part A: 81-Met Alternative Standard

Domain II, Part B: Not Rated

Domain III: 30 - Did not meet in this domain (need to identify areas where we can gain points).

Accountability Ratings

2019: Met Standard

2018: Met Standard

916

2017: Met Standard

2016: Met Standard

2015: Met Standard

2014: Met Standard

The following data were used to verify the comprehensive needs assessment analysis: Improvement Planning Data Campus goals Current and/or prior year(s) campus and/or district improvement plans Accountability Data Texas Academic Performance Report (TAPR) data Performance Index Framework Data: Index 1 - Student Achievement Performance Index Framework Data: Index 2 - Student Progress Performance Index Framework Data: Index 3 - Closing Performance Gaps Performance Index Framework Data: Index 4 - Postsecondary Readiness Student Data: Assessments STAAR End-of-Course current and longitudinal results, including all versions Progress of prior year STAAR failures STAAR ELL Progress Measure data Texas English Language Proficiency Assessment System (TELPAS) results Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license) Local benchmark or common assessments data Student failure and/or retention rates Student Data: Student Groups Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups Economically Disadvantaged / Non-economically disadvantaged performance and participation data ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc. Homeless data Response to Intervention (RtI) student achievement data Student Data: Behavior and Other Indicators Completion rates and/or graduation rates data Attendance data Discipline records Employee Data.

Student Learning Strengths

Continue to meet the overall rating, but it dropped from a 77 to a 66.

Improvements in CCMR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Additional opportunities and a plan are needed to increease the CCMR score for MC Harris. **Root Cause:** MC Harris has limited opportunities for students to gain CCMR once enrolled.

917

School Processes & Programs

School Processes & Programs Summary

Administrative - all admin team members are cross-trained on what each person is responsbile for and can take over as needed.

Continued support is provided for Edgenuity and its implementation in all of our programs.

School Processes & Programs Strengths

Only had 1 teacher that we are having to replace in all of our programs. We have 3 paras that we are having to replace. So our continuity of programming will be strong.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instruction is currenty primarily focused on Edgenuity and none to very limited direct instruction is provided to students. **Root Cause:** Teachers have not been provided the training to implement a true blended learning model of instruction.

Perceptions

Perceptions Summary

Since two of our programs are discipline based, they have their own unique perceptions; however, we want people to know that when we do have students at DAEP and/or JJC that we are also working on the social/emotional learning and needs that the students have.

For MC Harris, we are working on establishing ourself as - once you enroll at MC Harris, you are in school year-round until you graduate. We also want people to want to come to MC Harris and not feel like that they were forced to attend MC Harris by their home campus. We get told way too often that they were forced to attend and it makes for a very rocky start to their time at MC Harris.

919

Perceptions Strengths

The programming that we are now providing at DAEP through social skills is truly addressing the social emotional needs of our students. We do need to continue to grow in this area by adding to it and we have plans for the upcoming school year.

MC Harris graduate numbers continue to grow. Some students are eager to attend MC Harris and we want the number of students that want to come here to continue to grow.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Change the "calendar" through education that once you enroll at MC Harris that we will work with you year-round even during breaks and the summer to get the student to graduation. **Root Cause:** We lose students during the summer and breaks and it takes them longer to graduate. We need to keep pushing them to completion.

Priority Problem Statements

920

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Alternative Education Accountability (AEA) data

921

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

922

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 1: 100% of all teachers will use multiple data sources (progress monitoring) to inform instruction and intervention decisions to maximize student achievement and to reduce gaps in student achievement throughout the 23-24 school year.

Evaluation Data Sources: STAAR raw score will increase from 25 (22-23 school year) to a 28 which will increase scale score from a 75 (22-23 school year) to a 78.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize on-line data management systems to track the progress of students. **Strategy's Expected Result/Impact:** Students will complete courses, repair 6 weeks grades, and show growth in STAAR scores. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Data review meetings will be held during weekly PLC meetings to discuss students with regards to interventions, the needs of students, progress and any other information to be shared based on data. **Strategy's Expected Result/Impact:** Student needs will be met through the on-going review process. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide on-going training on the use of data management system/progress monitoring to include how to use the information and what to do with the information once you have it. **Strategy's Expected Result/Impact:** Teachers will be able to make informed decisions on what to do next with their students. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide interventions to all students identified through the use of teachers, paraprofessionals, and hourly employees (tutors) in all academic areas. Interventions will be determined based on data and based on students that were not successful on EOC assessments. Funds will be used from federal, state, and local and we will focus on coordinating efforts to maximize the impact of the resources. **Strategy's Expected Result/Impact:** Students will show progress in their course work through course completion; completion of blended learning courses; and through passing rates on STAAR and STAAR EOC. **Staff Responsible for Monitoring:** Principal Assistant Principals **Funding Sources:** Tutors - ESSER - $28,752				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Classroom instructional materials and technology will be purchased to support interventions for identified students at the level of rigor required for mastery of skills and to support skill attainment in all academic areas. **Strategy's Expected Result/Impact:** Items purchased; Students will show progress in their course work through course completion; completion of blended learning courses; and through passing rates on STAAR and STAAR EOC. **Staff Responsible for Monitoring:** Principal Assistant Principals				

924

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Utilize research/evidence-based materials and practices in teaching, interventions, small group instruction for extended practice to target specific objectives for improvement. Focus staff on small group learning and on blended learning. **Strategy's Expected Result/Impact:** Data review wills how that more students are making progress in their course work. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Monitor instructional practices related to the district-wide curriculum and Edgenuity through walkthroughs, PLCs, and observations. **Strategy's Expected Result/Impact:** Increase in number of students completing courses, gaining/repairing credit. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Ensure that all teachers know any identified needs of their students which includes accommodations, modifications, plans. A program notifier report will be given to teachers at least once a 6 weeks, so that all staff will be aware of students identified as ELL, SpEd, and 504. All staff will acknowledge 504 and Special Education douments. **Strategy's Expected Result/Impact:** Student individual plans and identified needs will be met. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Direct Teach classes - all classroom tests, DBAs, benchmarks, and any other assessments will be analyzed by SE, skill, process, standard to inform interventions and future instruction. **Strategy's Expected Result/Impact:** Teachers will be able to develop re-teach and intervention lessons based on what each student needs. **Staff Responsible for Monitoring:** Principal APs				925

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 2: 100% of all staff members will understand the importance and how students earn CCMR. All staff members will encourage and support students toward earning CCMR.

Evaluation Data Sources: CCMR raw score will increase from 9 to 30 which will increase the scale score from 73 to a 91 (based on 18-19 data). Maintain scale score at 90 and above.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide training to all staff members on how students earn CCMR and how it is used in the accountability ratings. As a staff work on expanding opportunities for students to earn CCMR. **Strategy's Expected Result/Impact:** All staff will know how CCMR is earned and what we can do to help students earn CCMR. **Staff Responsible for Monitoring:** Principal				926

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide staff and students with information about the TSIA on its importance for college entrance, replacement assessments for EOC, and an opportunity for students to earn CCMR. Provide additional support for students that need to pass TSIA. **Strategy's Expected Result/Impact:** Increase in TSIA participation and scores. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Offer TSIA to all students classified as a junior or senior. **Strategy's Expected Result/Impact:** All students will have several opportunities to take TSIA. Increase in scores. **Staff Responsible for Monitoring:** Assistant Principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Students who are EOC complete will take the TSIA at least one more time prior to graduation. When students are down to 1 course, then the student will take TSIA. As an incentive to take the test again, the last course will be customized to be "1 and done" on quizzes and tests. **Strategy's Expected Result/Impact:** Increase scores on TSIA. **Staff Responsible for Monitoring:** Assistant Principals and Counselors				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Identify the students that are EOC complete, working on an Endorsement plan, and need elective credits or a 4th math class. Meet with students that were identified to target for the College Prep courses. Work with students for successful completion of the College Prep courses. **Strategy's Expected Result/Impact:** Students will complete the College Prep math course, receive credit, and increase score on TSIA. **Staff Responsible for Monitoring:** Assistant Principals and Counselors				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Identify teachers to do the blended learning for College Prep Math and College Prep ELA using the College Bridge curriculum. Work with C&I to prepare teachers for College Prep courses. Set up the courses in the Master Schedule. **Strategy's Expected Result/Impact:** Increase in TSIA scores. **Staff Responsible for Monitoring:** Assistant Princpals and Counselors				927

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Develop and implement courses where students have the opportunity to test for certifications. **Strategy's Expected Result/Impact:** Students will earn certificates and gain CCMR credit. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Purchase materials needed to implement courses where students have the opportunity to test for certifications. **Strategy's Expected Result/Impact:** Materials will support student learning and mastery of certification tests. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Order practice materials and tests for Microsoft Word certification. Offer Microsoft Word certification through the Principles of Technology and Information course. **Strategy's Expected Result/Impact:** Increase in Microsoft Word certifications. **Staff Responsible for Monitoring:** Assistant Principal and PIT Teachder				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Prior to each ARD meeting, review student's IEP to determine if the student receives modified curriculum and if they need IEP goals and objectives for employability skills. Create IEPs as identified. **Strategy's Expected Result/Impact:** Students will receive employability skills. **Staff Responsible for Monitoring:** Principal and SpEd teacher				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Provide instruction for employability skills. At each ARD meeting, review student's IEP, document modified curriculum, and discuss and determine if the student has a full-time job(54) or has mastered their IEP goals and objectives related to employability skills(55). **Strategy's Expected Result/Impact:** Increase in identification of SpEd students that are CCMR. **Staff Responsible for Monitoring:** Principal and SpEd teacher				928

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 1: MC Harris will have a 80% attendance rate and DAEP will have a 90% attendance rate for the 22-23 school year by focusing on earlier interventions.

Evaluation Data Sources: Interventions provided to increase daily attendance. Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Use 1st period attendance to make phone calls home by front office staff. **Strategy's Expected Result/Impact:** Attendance will increase because we will be able to get some students into school before the official attendance time. **Staff Responsible for Monitoring:** Attendance Clerks Assistant Principals				929

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement consistent plan on picking up students that have missed the bus by ensuring that students know how to contact the school. **Strategy's Expected Result/Impact:** Attendance will increase because we will be able to get students to school before the official attendance time. **Staff Responsible for Monitoring:** Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide recognition of staff and students for attendance - to be determined by PBIS committee. **Strategy's Expected Result/Impact:** Increase in attendance. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: On a weekly basis, attendance data will be reviewed to identify students that need truancy prevention measures. Letters will be sent, conferences will be held, and interventions will be provided as part of the process. Implement Raawee. **Strategy's Expected Result/Impact:** Increase in attendance. Truancy filed as needed. **Staff Responsible for Monitoring:** Principal Assistant Principals Attendance Clerks				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Attendance data for the campuses and for students will be reviewed during PBIS meetings. Interventions and recognitions will be developed for students through PBIS. **Strategy's Expected Result/Impact:** Increase in attendance. Plans developed for students. **Staff Responsible for Monitoring:** Principal Assistant Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

930

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 2: 100% of students will be provided opportunities to increase awareness of issues that effect them and impact them academically and socially by expanding to include online offerings.

Evaluation Data Sources: Modules completed for Substance Abuse and Anger Management; Social Skills lessons developed and taught.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide preventative support, monitor and address specific needs of students for additional supports, such as homeless, suicide prevention, conflict resolution, violence prevention/intervention, dyslexia, and pregnancy related services. **Strategy's Expected Result/Impact:** Documentation of plan and support provided. Students' needs are met. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Social Worker				931

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Classroom and schoolwide implementation of positive behavior and intervention supports to include, but not limited to: Essential 8, CHAMPS, Safe and Civil Schoolsto ensure that all students will be educated in a learning environment that is safe, drug free, and conducive to learning by using Foundations to guide plan. **Strategy's Expected Result/Impact:** Decrease in discipline referrals and time out of class. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide opportunities for students to identify community service projects to support through student-driven efforts by surveying students to determine how they would like to impact our community. **Strategy's Expected Result/Impact:** Projects completed. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Social Worker				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Classroom guidance lessons developed based on the needs of our students, trends in behaviors, and the Essential 8 and will be delivered by counselors and classroom teachers, as well as, through online offerings. **Strategy's Expected Result/Impact:** Increase in social skills and character development. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Small group and individual counseling sessions to be held to meet the individual needs of students and to provide preventative care. **Strategy's Expected Result/Impact:** Sessions held; records of who meeting with **Staff Responsible for Monitoring:** Counselor Social Worker				932

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Counselors will provide guidance for at-risk students, including suicide prevention and providing services for homeless students and expand to include online offerings and provide information on resources available to students. **Strategy's Expected Result/Impact:** Sessions held; records of who meeting with/supporting **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Social Worker				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Social skills instruction will be provided to students to address aggressive behaviors, as well as, drug/alcohol/ substance use and abuse. **Strategy's Expected Result/Impact:** Decrease in referrals that involve aggressive behaviors and drug/alcohol/ substance use. **Staff Responsible for Monitoring:** Assistant Princpals Counselors				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 3: 100% of students and their families that are impacted by transitioning to another campus will be communicated with and supported to ensure consistent student progress.

Evaluation Data Sources: Records of communication with home campuses for DAEP and JJC students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize Transtion Specialists to implement plan to transition students from alternative school placements back to their home campus so that recidivism is reduced. **Strategy's Expected Result/Impact:** Number of repeat students to DAEP will decrease. **Staff Responsible for Monitoring:** DAEP APs Principal Counselor				933

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Transition Specialists will implement plan to transition students from alternative school placements back to their home campus and follow-up on the students to ensure that they continue to be successful and complete documentation through the 45-day process. **Strategy's Expected Result/Impact:** Students will not return to JJC and will receive supports needed on home campus. **Staff Responsible for Monitoring:** Principal Transition Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Prepare MC Harris students for the next step in their life - college, career, military. Go Center will provide information, supports, and opportunities to visit sites to students and their families. **Strategy's Expected Result/Impact:** Students will know their plan when they graduate and will have the tools needed to be able to implement their plan. **Staff Responsible for Monitoring:** Principal Assistant Principals				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 4: 100% of all staff members will implement campus safety procedures.

Evaluation Data Sources: Drill feedback; monthly safety meeting reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Administrators will respond within 24 hours to all Be Safe reports. Ensure that students are aware of Be Safe app and all of its uses. **Strategy's Expected Result/Impact:** Reports will be addressed quickly and students will get the support/answers needed. **Staff Responsible for Monitoring:** Principal				934

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Update halls and bulletin boards to promote student performance and pride. Identify specific areas that need to be improved and create plan on what to do for each area. **Strategy's Expected Result/Impact:** School will reflect what is happening with our staff and students and will contribute to a positive climate. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Be intentional about how we will focus on the implementation the Essential 8 through district lesson plans and use locally-developed social skills lessons to address the needs of our students at each campus. **Strategy's Expected Result/Impact:** Increase in social skills and character development. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teach and conduct drills - fire drills - monthly; lockdown - twice a year; bad weather drill - once a year. **Strategy's Expected Result/Impact:** Documented drills and forms completed. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Conduct safety meetings in conjuction with PBIS meetings to address any safety concerns on the campuses. Develop task map for what we need to focus on to improve safety and security. **Strategy's Expected Result/Impact:** Safety meeting forms will be submitted. Concerns will be reported. **Staff Responsible for Monitoring:** Principal Assistant Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

935

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 5: 100% of all staff members will receive professional development on HR supporting topics which must be completed by a designated timeline.

Evaluation Data Sources: Eduphoria reports to show completion.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Complete bullying, violence prevention/intervention, sexual harassment, sexual abuse and maltreatment of children, and conflict resolution training. **Strategy's Expected Result/Impact:** completion in Eduphoria workshop by date set by district. **Staff Responsible for Monitoring:** Principal Secretary				936

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Complete Drug/Alcohol module training. **Strategy's Expected Result/Impact:** completion in Eduphoria workshop by date set by district. **Staff Responsible for Monitoring:** Principal Secretary				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Complete Mental Health Awareness, including suicide prevention training. **Strategy's Expected Result/Impact:** completion in Eduphoria workshop by date set by district. **Staff Responsible for Monitoring:** Principal Secretary				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 6: 100% of all staff members and students will participate in PBIS. Plan for continued implementation will be developed from Foundations process.

Evaluation Data Sources: PBIS committee meetings, agendas, minutes. Activities from PBIS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: PBIS Committee will continue focus on areas of need as determined through the Foundatios process. **Strategy's Expected Result/Impact:** PBIS committee will function and will address the needs of the campuses. **Staff Responsible for Monitoring:** Principal Assistant Principals				937

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus expectations will be updated for common areas through the Foundations process. Review and make any adjustments to the matrixes developed to address schoolwide expectations. **Strategy's Expected Result/Impact:** Updated matrixes posted and shared with students. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Determine what we will recognize students for and develop a calendar for celebrations. Students will be recognized for academic achievements to include, but not limited to honor roll, individual course completion. PBIS Student Acknowledgement committee will identify ways to recognize students for academic achievements. **Strategy's Expected Result/Impact:** Recognition will be given. **Staff Responsible for Monitoring:** Principal Assistant Principals PBIS Committee				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Identify and support plans to reduce the overuse of discipline practices that remove students from the classroom which may include identifying and supporting students with a high rate of discipline concerns. **Strategy's Expected Result/Impact:** Reduction in out of class time due to discipline concerns. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Analyze discipline data by ethnicity and special education, including strategies for improvement with specific attention to DMC, OSS, and DAEP. Create a template for what information will be gathered and reviewed, as well as, how often the information will be reviewed. **Strategy's Expected Result/Impact:** Trends identified in PBIS Committee meetings and plans developed to address trends. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Individual behavior plans and contracts will be developed for specific students when the schoolwide plan does not adequately address their needs. **Strategy's Expected Result/Impact:** Plans developed and followed. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Social Worker				

938

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Schoolwide expected behaviors from the matrix will be taught and revisited throughout the school year by all staff members. Establish a plan for how the matrixes will be taught and reviewed throughout the year. **Strategy's Expected Result/Impact:** Behaviors followed in common areas. **Staff Responsible for Monitoring:** Principal Assistant Principals				

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 1: Recruit and retain a diverse, highly qualified workforce to ensure high expectations for our diverse campuses are achieved, so that 100% of our staff members are highly-qualified.

Evaluation Data Sources: Staff certifications; additional endorsements

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Work with HR to ensure that all teachers meet the ESSA effective teacher requirements and support HR by: aggressively recruiting effective teachers by participating in district career fairs and by expanding partnerships with universities by hosting student teachers. **Strategy's Expected Result/Impact:** All staff members will be highly qualified. **Staff Responsible for Monitoring:** Principal				939

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Recruit and retain teachers that are highly qualified for every subject and grade level that they teach. **Strategy's Expected Result/Impact:** All staff members will be highly qualified. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Work towards having a faculty which is representative of our student body demographics. **Strategy's Expected Result/Impact:** Interviews, notes, rubrics **Staff Responsible for Monitoring:** Principal Assistant Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 2: Provide job-embedded professional development to equip 100% of our teachers and staff with the knowledge and skills necessary to increase student achievement.

Evaluation Data Sources: PLCs, Faculty Meetings, PBIS Meetings, Professional Development- agendas and minutes; Walkthroughs, Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Create and implement professional development plan to include all staff members based on needs identified through data, staff input, goal-setting, and T-TESS with an on-going and follow-up component through planning days, PLC meetings, faculty meetings, and other professional development days. **Strategy's Expected Result/Impact:** PD plans will be developed and conducted. Agendas and minutes to show completion. Evidenced through walkthroughs. **Staff Responsible for Monitoring:** Principal Assistant Principals				940

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide teachers with the information for training and testing opportunities to complete ESL certification. **Strategy's Expected Result/Impact:** All teachers will be ESL certified. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Utilize district walkthrough system to provide individual, specific feedback to teachers. During leadership team mmetings, at least once a month, discuss what we are seeing in walkthroughs and waht we need to focus on with PD, coaching, and future walkthroughs. **Strategy's Expected Result/Impact:** Feedback given and support given as needed. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Support 0-year experience teachers through the use of the mentor teachers. Provide opportunities for novice teachers to work with mentors and experienced teachers during the school day. **Strategy's Expected Result/Impact:** Increase in teacher confidence and performance. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Purchase items needed to provide professional development for all staff members to include all academic areas. **Strategy's Expected Result/Impact:** Materials purchased and used as evidenced through walkthroughs. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Provide professional development and support on Blended Learning so that teachers are providing direct instruction to support Edgenuity instruction. **Strategy's Expected Result/Impact:** Increase in course completions **Staff Responsible for Monitoring:** Principal Assistant Principals				941

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 3: Develop leadership systems to ensure student success and to provide support needed for staff to meet the needs of our students by meeting with stakeholders in a variety of settings at least 4 times per month.

Evaluation Data Sources: PLCs, faculty meetings, PBIS meetings - agendas and walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Shared responsibilities in conducting faculty meetings, PLCs, PBIS meetings - have others participate in leading and teaching/sharing. **Strategy's Expected Result/Impact:** Increased participation in meetings. **Staff Responsible for Monitoring:** Principal Assistant Principals				942

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Develop leadership team members that focus on continuous improvement and positive change through weekly meetings. **Strategy's Expected Result/Impact:** Shared leadership responsibilities. **Staff Responsible for Monitoring:** Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Develop faculty into a team that focuses on continuous improvement and positive change through PLCs, faculty meetings, feedback meetings, PBIS, walkthroughs, and other PD activities. **Strategy's Expected Result/Impact:** Shared leadership. **Staff Responsible for Monitoring:** Principal Assistant Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 1: Provide opportunities to foster positive relationships between parents, community, students, staff, and schools by hosting at least 3 events in the fall and 3 events in the spring.

Evaluation Data Sources: Documentation of events - flyers, pictures, sign-in pages

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Host at least 3 events in the fall and 3 events in the spring - to incude - Open House, College and Career Fairs, visits to trade schools and colleges. **Strategy's Expected Result/Impact:** Open House and Fair will be held. Students and their families will have the opportunity to get information about college, military, and careers. **Staff Responsible for Monitoring:** Go Center Assistant Principals				943

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will communicate and record contact with parents on a regular basis with regard to their child's academics and behaviors in the classroom. **Strategy's Expected Result/Impact:** Parents will be kept informed of their child's progress. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Celebrate School - identify days to celebrate - 50s day, Mary Catherine Harris' birthday, when students become eligible for graduation, graduation walks and luncheons on a monthly basis to celebrate with families. **Strategy's Expected Result/Impact:** Events held and shared on social media. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Administrators provide consistent communication with parents through newsletters, emails, and remind. **Strategy's Expected Result/Impact:** Parents will be kept informed about what is happening at school. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Increase the relational capacity amongst all staff. Communication between adults, communication that includes cafeteria and custodial staff. **Strategy's Expected Result/Impact:** All staff members will know what is going on in their area/campus. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: PBIS Committee will develop and lead us in implementing ways to acknowledge and support students and staff. Identify additional ways for acknowledgement. **Strategy's Expected Result/Impact:** Staff and Student Acknowledgement systems in place. Staff and Student Support systems in place. **Staff Responsible for Monitoring:** Principal Assistant Principals				944

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Bright Future Fridays at DAEP - bring in community members to talk with our DAEP students to help connect them with others in our community. **Strategy's Expected Result/Impact:** Connections outside of school. **Staff Responsible for Monitoring:** Counselor DAEP AP Transition Specialists				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 2: Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders through verbal and written communications, social media and other methods at least 4 times per week.

Evaluation Data Sources: Documentation of parent communications; posting to social media

Strategy 1 Details	Reviews			
Strategy 1: Maintain webpage to share current information with parents and ensure that all contact information is current, as well as, news events and pictures.	Formative			Summative
Strategy's Expected Result/Impact: Webpage will be current.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal Secretary				945

Strategy 2 Details	Reviews			
Strategy 2: Post good news, celebrations, informational items on Facebook, Twitter, and campus website.	Formative			Summative
Strategy's Expected Result/Impact: Items shared on social media and website.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal Assistant Principals Secretary				

Strategy 3 Details	Reviews			
Strategy 3: Create and maintain a Remind 101 accounts for students, parents, and staff to provide quick updates and reminders that are relevant to the group.	Formative			Summative
Strategy's Expected Result/Impact: Accounts in place and used.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal Assistant Principals				

Strategy 4 Details	Reviews			
Strategy 4: Provide district and local media with information and newsworthy items about our campuses. Identify events to share with Communications Department.	Formative			Summative
Strategy's Expected Result/Impact: Items shared and published.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal Secretary				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: All staff members will return phone calls, emails, and other communication from parents within 24 hours (school days) to address parents' questions and concerns. **Strategy's Expected Result/Impact:** Communication will improve between school and parents. **Staff Responsible for Monitoring:** Principal Assistant Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

946

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 1: Develop and implement opportunities for our students to gain CCMR. Increase scale score from a 67 (22-23 school year) to a 72.

Evaluation Data Sources: Courses offered, CCMR data page

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Inform all staff members and students about College, Career, and Military Readiness and the pathways that our students can take to ensure that they are prepared. **Strategy's Expected Result/Impact:** All students will have opportunities to show that they have CCMR. **Staff Responsible for Monitoring:** Principal Assistant Principals				947

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide instruction and materials through courses that will enable students to test for certification(s). **Strategy's Expected Result/Impact:** Students will earn certifications that qualify them for CCMR. **Staff Responsible for Monitoring:** Principal Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Administrators and Counselors at MC Harris will track students as to if they have received CCMR and if they have not, then a plan will be developed to gain CCMR. **Strategy's Expected Result/Impact:** CCMR percentage will increase to at least 50% of our students. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 2: Develop and implement electronic data management system for the tracking and monitoring of course completions, credit by exam, 6 weeks credit repair.

Evaluation Data Sources: Data monitoring spreadsheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All teachers and staff will use an electronic data tracking spreadsheet to report needed information for Edgenuity - course completions, credit by exam, 6 weeks credit repair, etc. Develop system for beginning of the year CBEs. **Strategy's Expected Result/Impact:** All staff members that have an educational need to know will be able to see the spreadsheet and know what is happening with each student with having their information reported and posted to their transcript. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors				948

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The electronic data tracking spreadsheet will also be used to gather data with regards to the number of course completions, credit by exams, 6 week credit repairs on each campus to help us improve our effectiveness. **Strategy's Expected Result/Impact:** Staff will become aware of how we are doing with student progress in Edge. **Staff Responsible for Monitoring:** Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The electronic data tracking spreadsheet will be reviewed during PLC meetings on at least a monthly basis to identify any trends or needs that we need to address. **Strategy's Expected Result/Impact:** Interventions and supports will be identified as needed based on data. **Staff Responsible for Monitoring:** Principal Assistant Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 3: Increase the graduation rate to 90% for 6-year completion data. Projected scores - 22-23 school year - 89%
Data as of June 2022 - c/2019-82.4 (6yr), c/2020-79.3 (5yr), c/2021-69.3-(4yr).

Evaluation Data Sources: Students reaching course and test complete. Graduation rate documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure that all MC Harris staff members are aware of what students need that are on the "push list" to graduate. **Strategy's Expected Result/Impact:** Staff will be able to support and encourage students that are almost eligible for graduation. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors				949

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Identify for each MC Harris student an adult that will support and encourage them within the school setting. The identified adult will check-in with the student to encourage them to keep working and if additional support is needed to advocate for the student. **Strategy's Expected Result/Impact:** Increase in number of students graduating. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Social Worker				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Tutors		$28,752.00
				Sub-Total	$28,752.00

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Bryan Independent School District

Rudder High School

2023-2024 Campus Improvement Plan

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Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

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Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Rudder High School completed the comprehensive needs assessment during the spring of 2023. A committee made up of parents, teachers, other staff, student and community members met several times to collaborate in the review/revision of the needs assessment. Data reviewed included discipline, attendance, TEA reports, STAAR Data, enrollment, drop-out , CCMR, growth progress, and performance data (domain 1A).

Strengths identified:

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- Our diverse population allows all students to experience a variety of cultures and perspectives
- Distinctions earned in US History and Social Studies
- Intervention options offered for students experiencing academic challenges
- Support for professional learning at the campus and district level

Areas of Need:

- Low passing rates across the campus in all sub populations
- Wide achievement gaps for all subpopulations compared to state averages
- Large staff turnover in recent years
- Perception of discipline problems

For the 2023-24 school year, Rudder High School will focus on student achievement for first time testers as well as repeaters, closing the achievement gaps between at-risk and non-at risk learners, performance of special education and ELL students, increase the rigor in all classes, prepare students for postsecondary success, an ensure a safe learning environment on campus.

Demographics

Demographics Summary

Rudder High School's Student Demographics from the 2018-19 school year through 2021-22 school year.

Student Demographics				
Subgroups	21-22	20 - 21	19-20	18-19
Total Number of Students	1723	1683	1604	1611
Female Studnet Total	856	823 / 48.9%	767 / 47.8%	*
Male Studnet Total	867	860 / 51.1%	837 / 52.2%	*
African American	19.60%	19.70%	21.71%	23%
Hispanic	61.30%	59.00%	56.77%	54.60% 955
White	16.70%	19.00%	19.41%	20.90%
Multi-Racial	1.90%	1.50%	1.40%	1.70%
Economically Disadvantaged	78.60%	74.50%	76.37%	TBA
LEP	26.30%	23.00%	19.86%	16.80%
SPED	16.00%	17%	13.98%	11.10%
At-Rsk	85.60%	82.80%	81.48%	81.10%
GT	8.60%	10.6%%	*	11.90%

Rudder High School's Attendance Rate from the 2018-19 school year through 2020-21 school year. 2021-22 not available at this time.

Attendance Rate				
	21-22	20 - 21	19-20	18-19
State	*	95%	98.30%	95.40%
District	*	93.1%%	98.40%	95.20%
Campus	*	91.8%%	98.10%	94.20%

Rudder High School's Graduation Rate from the 2018-19 school year through 2020-21 school year. 2021-22 not available at this time.

Graduation Rate				
	21-22	20 - 21	19-20	18-19
State	*	90%	90.30%	90%
District	*	91%	89.70%	87.10%

Graduation Rate				
Campus	*	96%	94.80%	90%

Demographics Strengths

Rudder High School has a demographic that is representative of the communities unique cultures perspectives.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High percentage of students are identified as at-risk students. **Root Cause:** Three quarters of the student population is identified as economically disadvantaged.

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Student Learning

Student Learning Summary

Spring 2022 STAAR EOC Results.

Charts 1 and 2 show Rudder HS over a period of time 2018-19 through 2021-22.

Chart 3 look at All Grades All Subjects comparing State, District, Rudder, and Demographics for the Spring 2022 STAAR EOC Results.

Charts 4 - 8 look at each subject individually comparing State, District, Rudder, and Demographics for the Spring 2022 STAAR EOC Results.

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Chart 1

EOC STAAR Performance - At Approaches Grade Level or Above				
* Due to the cancellation of spring 2020 STAAR no data shown 19-20				
EOC Course	21-22	20 - 21	19-20	18-19
English I	52%	48%	*	51%
English II	60%	51%	*	52%
Algebra I	51%	38%	*	56%
Biology	74%	62%	*	73%
US History	89%	78%	*	93%

Chart 2

EOC STAAR Performance - At Approaches Grade Level or Above				
* Due to the cancellation of spring 2020 STAAR no data shown 19-20				
All Grades/All Subjects	21-22	20 - 21	19-20	18-19
Campus	64%	55%	*	62%
African American	60%	43%	*	52%
Hispanic	62%	54%	*	63%
White	83%	74%	*	75%
Two or More Races	64%	*	*	63%

EOC STAAR Performance - At Approaches Grade Level or Above				
Special Ed (Current)	44%	33%	*	32%
Econ Disadv	62%	51%	*	58%
EL (Current & Monitored)	55%	50%	*	57%

Chart 3

Spring 2022 STAAR All Grades All Subjects Results			
	Approaches	Meets	Maters
State	74%	48%	23%
District	66%	37%	16%
Rudder High School	64%	35%	7%
African American	60%	25%	4%
Hispanic	62%	33%	6%
White	83%	56%	16%
Two or More Races	64%	36%	5%
Special Ed (Current)	44%	26%	7%
Econ Disadv	62%	31%	6%
EL (Current & Monitored)	55%	24%	3%

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Chart 4

Spring 2022 STAAR EOC English I Results			
	Approaches	Meets	Maters
State	65%	47%	11%
District	58%	36%	5%
Rudder High School	52%	30%	3%
African American	47%	21%	2%
Hispanic	49%	28%	3%
White	80%	53%	4%

Spring 2022 STAAR EOC English I Results			
Two or More Races	45%	27%	9%
Special Ed (Current)	30%	19%	5%
Econ Disadv	47%	26%	2%
EL (Current & Monitored)	40%	20%	2%

Chart 5

Spring 2022 STAAR EOC English II Results			
	Approaches	Meets	Maters
State	72%	55%	9%
District	63%	43%	4%
Rudder High School	60%	38%	2%
African American	55%	27%	1%
Hispanic	5%	34%	1%
White	82%	61%	7%
Two or More Races	83%	83%	0%
Special Ed (Current)	30%	21%	5%
Econ Disadv	58%	33%	1%
EL (Current & Monitored)	51%	26%	0%

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Chart 6

Spring 2022 STAAR EOC Algebra I Results			
	Approaches	Meets	Maters
State	76%	43%	27%
District	65%	30%	17%
Rudder High School	51%	19%	6%
African American	52%	23%	4%
Hispanic	48%	17%	6%

Spring 2022 STAAR EOC Algebra I Results			
White	73%	25%	12%
Two or More Races	33%	0%	0%
Special Ed (Current)	42%	27%	5%
Econ Disadv	50%	18%	5%
EL (Current & Monitored)	42%	14%	5%

Chart 7

Spring 2022 STAAR EOC Biology Results			
	Approaches	Meets	Maters
State	83%	82%	2%
District	78%	72%	12%
Rudder High School	74%	62%	6%
African American	71%	49%	5%
Hispanic	73%	60%	5%
White	88%	82%	18%
Two or More Races	70%	30%	10%
Special Ed (Current)	52%	23%	5%
Econ Disadv	72%	31%	5%
EL (Current & Monitored)	70%	23%	1%

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Chart 8

Spring 2022 STAAR EOC U.S. History Results			
	Approaches	Meets	Maters
State	89%	68%	42%
District	88%	59%	32%
Rudder High School	89%	55%	25%
African American	80%	37%	12%

Spring 2022 STAAR EOC U.S. History Results			
Hispanic	91%	57%	23%
White	94%	75%	50%
Two or More Races	100%	40%	0%
Special Ed (Current)	70%	42%	16%
Econ Disadv	88%	51%	21%
EL (Current & Monitored)	85%	46%	11%

961

Student Learning Strengths

Distinction earn in the area of Social Studies.

Increases in all four areas of state accountability from 17-18 to 18-19 school year.

Scale scores are as follows:

School Year	17-18	18-19
Overall	69	76
Student Achievement	68	75
School Progress	70	78
Closing the Gaps	66	70

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students of poverty, especially those who are also English Language Learners and students participating in special education programming struggle with instructional concepts due to limitations in their development of functioning vocabulary. **Root Cause:** Vocabulary development is not regularly practiced by all students.

Problem Statement 2: The rigor of classroom instruction is not meeting or exceeding the rigor needed to demonstrate successful academic progress on the STAAR exam. **Root Cause:** Critical thinking and justification expectations for responses from students during instruction are limited.

Problem Statement 3: Students struggle to write academically for quality and quantity. **Root Cause:** Cross curricular writing opportunities are limited and unstructured.

School Processes & Programs

School Processes & Programs Summary

During the 2023-24 school year, RHS utilized various academic interventions to supports students in their identified academic areas of struggle. The campus utilized teacher tutorials before and after school to support students Tier I instruction, while implementing RtI (Response to Intervention) process to reinforce content material for students starting to fall behind. For those students who failed to meets academic performance expectations each six weeks they were provided with an opportunity to recover credit in Edgenuity and night school. Additionally, IGC's (Individual Graduation Committees) were organized to support students in danger of not graduating.

State Compensatory funding was utilized to purchase instructional materials to supplement instruction. (TI-Nspire Navigators and Chromebooks)

School Processes & Programs Strengths

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The following programs were utilized at RHS to support an increase in student performance:

- District Scope and Sequence
- Lesson Design Institute
- USA Test Prep
- Imagine Math
- Read Ready
- Read Theory
- Read Works
- Read 180
- Quill
- STEMScopes
- Schoology
- GT Training
- Project Lead the Way
- Essential 8
- PBIS
- Champs
- Campus Intervention Coaches

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Rudder High School has experienced an increase in the campus dropout rate. **Root Cause:**
Students falling behind on credits have limited participation in 6-weeks credit recovery and Edgenuity during the school year.

Problem Statement 2: Rudder High School has experienced limited student participation in AP exams and TSIA. **Root Cause:** Financial limitations and uninformed students are a factor in the low participation number.

Problem Statement 3: Rudder High School performed lower on STAAR assessments compared to state. **Root Cause:** Quality Tier I instruction is not effective for all students resulting in academic disparities.

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

964

- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Goals

Goal 1: The staff of Rudder will provide a strong system of tiered instruction in a structured environment of accountability in order to improve the Academic Performance of each individual student.

Performance Objective 1: Support the effective planning and implementation of lessons based on the district curriculum to increase the percentage of students who achieve Meets by 5% by May 2024.

High Priority

Strategy 1 Details	Reviews			965
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Instructional Coaches will provide support during teaming (PLC), model teach in classrooms, work on the district curriculum, analyze student data to decrease achievement gaps between subgroups and increase student growth in all categories and provide ongoing professional development for instructional best practices. **Strategy's Expected Result/Impact:** Teachers will complete the Rudder Data Growth tracker for each student and complete a self-reflection form to utilize during planning. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** IC's - 5 FTE's - State Comp - $355,325				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will identify instructional support needed forEB learners in their lesson design and delivery by monitoring student progress according to each student's individual language rating. Literacy for Life and 7 Steps strategies will be implemented. **Strategy's Expected Result/Impact:** Individual Intervention plans for EB students will be developed through PLCs. 7 Step strategies will be presented at monthly faculty meetings and artifacts will be collected to monitor the effectiveness of the strategy. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Through Teaming, Lesson Design Institute, planning days and Professional Development, the campus administration and the instructional coaches will work with teachers to improve alignment of lessons to the TEKS, increase differentiation in class, and increase student engagement through real world experiences and connections, with an emphasis on small group instruction. **Strategy's Expected Result/Impact:** Teachers will script questions at the appropriate level of rigor based on the level of the TEK. Teachers will call on students by name and provide wait time on order to increase engagement. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus				966

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Student-centered instructional practices, with an emphasis on active engagement, such as questioning strategies, and mastery checks will be explicitly planned for and improved on for all teachers. **Strategy's Expected Result/Impact:** Teachers wills script questions at the appropriate level of rigor based on the TEK. Teachers will collect Mastery Check data. **Staff Responsible for Monitoring:** Administration Instructional Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Journaling/ Interactive Notebooks will be used in all core subjects with specific expectations for implementation. **Strategy's Expected Result/Impact:** Encourages the learning environment where students are creative, independent thinkers and writers. Students are allowed to express their own ideas and process information presented in class. **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - State Comp				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Consistent observational feedback of lesson implementation plans/ lesson plans will be provided to teachers for the development of successful instructional practices. **Strategy's Expected Result/Impact:** Instructional Coaches, Administration and Department Heads will provide contingent and timely feedback in order to improve the effectiveness of the lesson. **Staff Responsible for Monitoring:** Administration Instructional Coaches Department Heads **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Lexile development of each student will be addressed in each content core area and developed alongside content. **Strategy's Expected Result/Impact:** Students will utilize HMH online, Springboard online, Quill, and Read 180. **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: The staff of Rudder will provide a strong system of tiered instruction in a structured environment of accountability in order to improve the Academic Performance of each individual student.

Performance Objective 2: Support individual and student progress through data analysis and the use of specific programs and strategies to increase EOC/ STAAR scores 4 points in MEETS grade level, narrow the achievement gap between At-Risk and non At-Risk learners , and decrease the achievement gap between all subgroups by May 2024.

Evaluation Data Sources: EOC STAAR testing achievement data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Data will be analyzed on the campus, class and student level and used when planning for unit tests, mastery checks, and student interventions, in order to increase student growth and reduce the Achievement Gap between sub-groups **Strategy's Expected Result/Impact:** Teachers will analyze data on Rudder Student Growth charts. **Staff Responsible for Monitoring:** Administration Instructional Coaches Teachers **Funding Sources:** - Local Funds - Campus				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide support for struggling readers with Read 180 and Systems 44 **Strategy's Expected Result/Impact:** Improvement in Lexile scores and reading grade level. **Staff Responsible for Monitoring:** Administration READ 180/ Systems 44 Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - District				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will implement research based instructional strategies such as TEACH, ACE, SIOP, Literacy for Life and 7 steps. **Strategy's Expected Result/Impact:** Research based strategies will improve differentiation leading to increased student engagement and achievement. **Staff Responsible for Monitoring:** Administration Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: At the beginning of the school year, all core teachers will participate in a Data Dig, analyzing previous STAAR data for all students and developing an individualized student plan focusing on the content and the skills that needs further development., especially students that are At-Risk. **Strategy's Expected Result/Impact:** Teachers will analyze data of their incoming students and develop a plan for differentiation and engagement. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Increase the amount of quality learning time and provide enriched and accelerated curriculum, as well as provide support for all student to identify their current level and close the achievement gap using HMH online, Spring Board online, Imagine Math, and Quill. Scholastic Magazines will also be used to improve Lexile scores, reading non-fiction and reading for deeper meaning **Strategy's Expected Result/Impact:** Utilize multiple resources to improve student performance. **Staff Responsible for Monitoring:** Associate Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Resources - ESSER - $10,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: An RTI will be assembled and will discuss student academic and behavior concerns. Student needs, interventions, and RTI monitoring will be addressed and implemented by the teachers and information documented in Branching Minds. **Strategy's Expected Result/Impact:** Utilize multiple interventions to improve student performance. **Staff Responsible for Monitoring:** Associate Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - District				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: A campus-wide vocabulary strategy will be used to build academic vocabulary in all students **Strategy's Expected Result/Impact:** Utilize multiple interventions to improve student performance. **Staff Responsible for Monitoring:** Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - District				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Rudder will employ tutors to support all students as well as focus on closing achievement gaps for At Risk students. Tutors implement support to foster growth for All Students and focus on growth for At Risk students. Transportation will be offered for students in after-school tutoring. **Strategy's Expected Result/Impact:** Utilize multiple interventions to improve student performance. **Staff Responsible for Monitoring:** Associate Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Tutors (prof and paras), intervention materials - State Comp - $44,127, Tutors (prof and paras), intervention materials - ESSER - $40,000, Snacks for students in tutoring - ESSER - $5,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Rudder will utilize math interventionist to reduce classes due to interrupted learning from COVID. They will focus on strategies to foster academic growth for All students as well as focusing on growth for At Risk students. **Strategy's Expected Result/Impact:** Algebra I EOC scores will improve from 2021-22 school year.				

 No Progress  Accomplished  Continue/Modify  Discontinue

971

Goal 1: The staff of Rudder will provide a strong system of tiered instruction in a structured environment of accountability in order to improve the Academic Performance of each individual student.

Performance Objective 3: AVID team will be selected and trained. They will facilitate strategies to the teachers to be implemented throughout the year.

Evaluation Data Sources: EOC and MAP testing data.

Goal 2: Recruit and retain a highly effective staff by providing ongoing professional development to support student and promote teacher growth.

Performance Objective 1: Support the district recruitment plan by ensuring that all staff are highly qualified in order to improve student scores in Meets by 5% by May 2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Maintain and expand district implementation of a comprehensive and formalized staff development program to attract and retain highly qualified staff in the district **Strategy's Expected Result/Impact:** Required staff development hours accumulation **Staff Responsible for Monitoring:** Administration Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** Employee travel/registration, staff development materials, and contracted services - ESSER - $5,000				973

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide opportunities for currently certified teachers to earn additional teaching credentials, especially in critical needs areas. **Strategy's Expected Result/Impact:** Content experts gaining additional certification for special education to co-teach and ESL for teachers working with EB students **Staff Responsible for Monitoring:** TTESS Appraisers Special Education Department Chair LPAC Team **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - District				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Recruit and retain highly qualified applicants reflective of district demographics & assign highly qualified teachers in equal proportions to all campuses, including low-income & minority areas **Strategy's Expected Result/Impact:** TAPR Report Reflecting Higher Number of Minority Teachers (Reflecting Campus Demographics) **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Create a teacher-centered culture in order to sustain a high quality Rudder faculty. **Strategy's Expected Result/Impact:** Improve campus culture and retain high quality teachers. CNA- Survey showed teachers wanted to increase activities that improved campus culture. Social committee and Administration purposely planned days to celebrate teachers. **Staff Responsible for Monitoring:** Administration PBIS **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Recruit and retain a highly effective staff by providing ongoing professional development to support student and promote teacher growth.

Performance Objective 2: Implement a culture of ongoing professional growth for all through professional development for individuals, teams, and campus wide throughout the year to ensure all staff participate in 20 hours of Professional Development by May 2024.

Evaluation Data Sources: Sign-In sheets. Eduphoria workshop reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Staff will implement strategies of Capturing Kids Hearts such as Good Things, Meet and Greet, Launches, Affirmations, and the 4 questions. **Strategy's Expected Result/Impact:** Confirmed Attendance Classroom Observations **Staff Responsible for Monitoring:** Administration PBIS Team Department Heads **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				975

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will complete Professional Development in September to address sexual harassment, bullying prevention policies and procedures, and CPS procedures. **Strategy's Expected Result/Impact:** Awareness of district policy and federal law. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District				

Strategy 3 Details	Reviews			
Strategy 3: Strategies from the 7 Steps to a Language-Rich Interactive Classroom will be used for increasing engagement in all classrooms	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Administration Instructional Coaches- At each monthly faculty meeting the ICs will present a lesson on 7 Steps. **Staff Responsible for Monitoring:** Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
Strategy 4: Provide In-Class support and Co-Teach training in order to focus on the inclusion of SPED students in their least restrictive environment.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Support for SPED students **Staff Responsible for Monitoring:** Administration Special Education Department Co-Teach logs **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
Strategy 5: All teachers with a Teaming period will meet 5 a days per week to discuss instructional strategies based on data from benchmarks, unit tests and mastery checks to improve academic performance for all students after being provided ongoing professional development	Formative			Summative
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Professional Development will be provided for the ELA teachers in the area of Reading and Writing which will focus on the strategies of Reading/ Writing Workshop. **Strategy's Expected Result/Impact:** Improvement in student data in 7th grade writing. **Staff Responsible for Monitoring:** Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - District				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Provide professional development for all professional staff in the area of working with students of poverty. **Strategy's Expected Result/Impact:** Decrease in discipline referrals per student and decrease out of class disruptions. **Staff Responsible for Monitoring:** Administration PBIS Team Department Heads **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: All core teachers will gain the Initial 30 hours of GT training or the 6 hour update in order to increase the use of differentiation to meet the needs of the Gifted and Talented students. **Strategy's Expected Result/Impact:** implement strategies to deliver instruction on the appropriate level for a GT student **Staff Responsible for Monitoring:** Associate Principal Department Heads **Funding Sources:** - Local Funds - District				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking in the Project Lead the Way and AP Capstone programs. **Strategy's Expected Result/Impact:** Increased number of students achieving Mastery on the STAAR testing **Staff Responsible for Monitoring:** Associate Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Monthly faculty meetings will be scheduled and planned by Admin, PBIS and Instructional Coaches with the purpose of building school culture and improving Tier 1 classroom instruction **Strategy's Expected Result/Impact:** Improve Tier 1 instruction and Mastery Checks Monitor discipline data **Staff Responsible for Monitoring:** Associate Principal Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - Campus				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Meet weekly with Department Heads and monthly with the ILT to create, plan, implement and evaluate departmental and school-wide instructional initiatives. **Strategy's Expected Result/Impact:** Improve staff buy-in and improve morale, and grow leaders from within the school. **Staff Responsible for Monitoring:** Administration Department Heads Instructional Coaches **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Recruit and retain a highly effective staff by providing ongoing professional development to support student and promote teacher growth.

Performance Objective 3: Sustain a working environment at Rudder High School that is conducive to retaining high quality employees and promote teacher growth by implementing leadership committees, PBIS and the Campus Mentoring Program by May 2024.

Evaluation Data Sources: Teacher turnover rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Increase the leadership capacity of the Rudder faculty members and hold all staff accountable for campus expectations through the use of leadership committees, PBIS and the Campus Mentoring Program **Strategy's Expected Result/Impact:** Promote teacher growth within the campus. **Staff Responsible for Monitoring:** Administration PBIS Team Department Head **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus				979

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Create a positive environment by celebrating and affirming teachers and staff through events such as luncheons, staff night at the park, Shout Outs, and Teacher and Staff of the month and week. **Staff Responsible for Monitoring:** Administration PBIS **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
Strategy 3: Communicate to staff the calendar of events and major activities happening at Rudder in a timely manner.	Formative			Summative
Strategy's Expected Result/Impact: Implement effective communication between administration and the staff.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
Strategy 4: Use good things, affirmations and launches at all meetings including faculty meetings	Formative			Summative
Staff Responsible for Monitoring: Administration	Nov	Feb	Apr	June
Funding Sources: - Local Funds - Campus				

Strategy 5 Details	Reviews			
Strategy 5: Hold a dinner/ social activity before the school year to increase morale, allow teachers to become acquainted with one another, and instill staff pride in Rudder.	Formative			Summative
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administration PBIS **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
Strategy 6: RHS Handbook will be located in GOOGLE to allow access by all staff members to be able to reference campus procedures, calendars and expectations	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Implement effective communication and accountability between administration and the staff. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Teacher incentives and acknowledgements will be intentional and purposeful throughout the school year **Staff Responsible for Monitoring:** Administration PBIS Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Rudder will implement and supplement the district mentoring program to support new staff. **Strategy's Expected Result/Impact:** Retain new teachers at Rudder High School. **Staff Responsible for Monitoring:** Mentor Coordinators. **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - District				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction.

Performance Objective 1: Establish and sustain strategies and procedures for all stakeholders to develop a culture of respect, effort and success.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: PBIS: All staff and students will adhere to a consistent set of campus expectations. Students will be taught campus expectations in the first week of each semester through the PBIS Expectation lessons. These expectations will be posted, reinforced daily and revisited throughout the school year. The PBIS Committee will meet bi-monthly to review discipline data, attendance and level of structure concerns. **Strategy's Expected Result/Impact:** Classroom Observations Reduction of referrals in common areas **Staff Responsible for Monitoring:** Administration PBIS **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				982

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: PBIS and CHAMPs will be implemented in all classrooms, increasing student engagement, and decreasing behavior issues. Teachers will be instructed based on the principles of STOIC. Minor Misbehavior forms will be utilized to document classroom managed behaviors **Strategy's Expected Result/Impact:** Due to increased instructional time and decreased discipline, there will be growth in the Domain 3 Score. Reduced Referral Rate Increased Learning Time Student/ Parent Conferences in Teaming to look at student needs and campus interventions leading to targeted outcomes **Staff Responsible for Monitoring:** Administration PBIS Team Leadership Team Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				983

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement and Sustain a system for Response to Intervention including continuous data analysis, tutorial support and refinement of student support by conducting student planning meetings with parents **Strategy's Expected Result/Impact:** Tier II and III strategies documented Improved Tier I instruction Recommendations for further testing **Staff Responsible for Monitoring:** Administration RtI Committee **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
Strategy 4: Use Student Incentives Committee to celebrate accomplishments in attendance, discipline, athletics and academics.	Formative			Summative
	Nov	Feb	Apr	June
Teachers will use the PBIS App to reward points to students following campus expectations. **Strategy's Expected Result/Impact:** Increased ADA Decrease Six Weeks Failure Rates Decreased discipline referrals **Staff Responsible for Monitoring:** Administration Attendance Clerk Attendance Committee **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				984

Strategy 5 Details	Reviews			
Strategy 5: Implement the district discipline system that includes community service, peer mediation, teacher/parent conferences where student behavior is discussed and consequences assigned, discussing student needs through Teaming, RTI and PBIS each of the methods are to address violence prevention and intervention.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decrease repeat discipline incidents per student **Staff Responsible for Monitoring:** Administration RTI Team PBIS **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 6 Details	Reviews			
Strategy 6: Provide comprehensive staff training on Standard Response Protocol & Civilian Response to Active Shooter Events.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Ensure all staff are . trained to respond to a safety crisis, **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: PBIS Training throughout the school year will increase staff awareness of de-escalation strategies and appropriate measures for discipline. **Strategy's Expected Result/Impact:** class managed vs office managed behaviors. Decrease out of class consequences. **Funding Sources:** - Local Funds - Campus				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Implement Monthly Fire drills and appropriate lock downs. **Strategy's Expected Result/Impact:** Increase safety awareness. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - Campus				985

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction.

Performance Objective 2: RHS will proactively review student and staff needs to ensure that resources are provided for student success.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure teachers have all the materials and support they need for quality instruction by discussing needs in department meetings, and implementing procedures for teachers to order supplies. **Strategy's Expected Result/Impact:** Rudder will provide basic supplies for At-Risk students, **Staff Responsible for Monitoring:** Administration Department Heads Office Staff **Funding Sources:** - Local Funds - Campus				986

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Technology software, especially Think through Math, I-Lit, and Quill, will be used in the classroom to increase student engagement and allow for differentiated instruction interventions and re-teach to increase learning time and provide a well rounded education. **Strategy's Expected Result/Impact:** Decrease learning gaps **Staff Responsible for Monitoring:** Administration Instructional Coaches Curriculum Enrichment Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - State Comp				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, bullying and online safety. **Strategy's Expected Result/Impact:** Increased student awareness and reduction of discipline incidents involving these issues. **Staff Responsible for Monitoring:** Administration Academic Advisors PBiS committee **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Student Advisory Committee for the district will gather feedback from the students **Strategy's Expected Result/Impact:** Positive feedback in surveys **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Sustain a systematic plan for purchasing computer hardware, document cameras, cameras and projector materials to ensure that campus hardware capacity remains consistent with campus needs, taking into account life-span of machines in order to support the academic needs of at-risk learners and ameliorate student learning loss. **Strategy's Expected Result/Impact:** Active Inventory Ensuring 10-12 Computers Per Class Which Are Actively Utilized for Rigorous Student Engagement **Staff Responsible for Monitoring:** Administration **Funding Sources:** Student computers - ESSER - $14,124				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction.

Performance Objective 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and the successful development of students by hosting one parent/student/ community involvement event every month.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Host a Rudder Ranger Camp for incoming freshmen to introduce students to the Rudder Ranger Way and to allow them to become familiar with the new campus. **Strategy's Expected Result/Impact:** Increase student involvement **Staff Responsible for Monitoring:** Administration PBIS Committee **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				988

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Communications sent home to parents will be presented in the parent's home language. Rudder will utilize social media to share information and communicate with parents, students and community members via Twitter, Facebook and the school website **Strategy's Expected Result/Impact:** Increase parent involvement **Staff Responsible for Monitoring:** Administration Office Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: CPIC committee will be established to meet once a quarter to evaluate and update the CIP. Copies of the CIP will made available in the school office and on the campus web page. Parents will be informed that a Spanish version can be made available upon request **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Administration CPIC Committee **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Parent input will be obtained through surveys sent to parents/students each semester for concerns and suggestions. **Strategy's Expected Result/Impact:** Increase parent involvement **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Parents and community members will be invited to flexible activities held on different dates and times to extend and support their student(s) education and build home-school relationships. Will be available in home language. Events will include Open House, Community Luncheon, Coffee with the Principal **Strategy's Expected Result/Impact:** Increase in parent involvement **Staff Responsible for Monitoring:** Administration Department Heads PBIS **Funding Sources:** - Local Funds - Campus				989

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Roll-out of B-Safe , a reporting system for students to report unsafe behavior, at Rudder High School. **Strategy's Expected Result/Impact:** Give students an avenue to anonymously report potential safety threats and bullying concerns. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Parent Involvement information and activities at the Rudder Rookie Camp, Open House, Meet the Rangers, Advanced Academics Night, Incoming 9th Grade night in the Spring semester as well as events hosted by the College and Career Center. **Strategy's Expected Result/Impact:** Connect parents to the school. Increase academic achievement. **Staff Responsible for Monitoring:** Administration Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase the graduation rate and prepare students for secondary success.

Performance Objective 1: Decrease the Retention rate of 9th and 10th grade students, and increase edge courses and six weeks recovery by May 2024.

Evaluation Data Sources: EDGE courses and 6 weeks recovery completed.
Retention rate of 9th grade to 10 grade students.
Parent Conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement Freshman Grad Team Meetings to monitor freshman students who are unsuccessful academically or with regard to attendance. **Strategy's Expected Result/Impact:** Decrease **Staff Responsible for Monitoring:** Administration Academic Advisors EDGE Teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funds - Campus				990

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase the amount of lessons completed on edge by Rudder Admin working with counselors and EDGE Teacher to enhance out programs assisting students in need of credit recovery **Strategy's Expected Result/Impact:** Increase the amount of lessons completed by EDGE Recovery **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase the graduation rate and prepare students for secondary success.

Performance Objective 2: The amounts of lessons completed in Edge Recovery will increase.

Evaluation Data Sources: Students will complete 6 weeks and credit courses to remain on track to graduate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Rudder Admin will work with counselors to to enhance our programs assisting students in need of Six Weeks Recovery and Credit recovery. **Strategy's Expected Result/Impact:** Increase graduation rate **Staff Responsible for Monitoring:** Associate Principal, Lead Counselor **Funding Sources:** - Local Funds - Campus				991

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will facilitate and support students who have failed classes to utilize Edgenuity to redo coursework or retake a course and still earn academic credit to graduate on time and improve the graduation rate due to interrupted learning as a result of COVID. **Strategy's Expected Result/Impact:** Improve Graduation rate **Staff Responsible for Monitoring:** Associate Principal, Lead Counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy** **Funding Sources:** Intervention Coord. - ESSER - $52,967				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Administration will employ an Intervention Specialist to decrease student dropouts. The specialist will work with Homeless students, EB students and AT Risk students to increase graduation rate. **Strategy's Expected Result/Impact:** Increase graduation rate. Monitor interventions in Branching Minds.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase the graduation rate and prepare students for secondary success.

Performance Objective 3: Administration will partner with the Drop Out Prevention Specialist to decrease student dropouts.

Evaluation Data Sources: EDGE, supports, tools, Practical writing, math models, tutors, TSAI,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Drop Out Prevention Specialist will account for all students on the No-Show list. **Strategy's Expected Result/Impact:** Ensure all students are enrolled in school at the beginning of the school year. **Funding Sources:** District SCE funds for 1 FTE - State Comp				

992

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Administration and the Drop Out Prevention Specialist will document student attendance issues and send appropriate truancy letters in a timely manner. **Strategy's Expected Result/Impact:** Decrease students with chronic truancy issues. **Staff Responsible for Monitoring:** Administration Drop Out Prevention Specialist **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Administration and Drop Out Prevention Specialist will hold parent conferences and perform home visits for students with chronic truancy issues. **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Administration and Drop Out Prevention Specialist will file truancy in a timely manner and file remediation of orders when students continue to be absent from school. **Strategy's Expected Result/Impact:** Decrease drop out rate. **Funding Sources:** - Local Funds - Campus				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase the graduation rate and prepare students for secondary success.

Performance Objective 4: Students will be given the opportunity to acquire industry certifications and licenses related to their CTE program

High Priority

Evaluation Data Sources: Graduation plans, license data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Meet with CTE staff regarding student certification testing each six weeks. **Strategy's Expected Result/Impact:** Students can enter the work force career ready. **Staff Responsible for Monitoring:** Academic Advisors CTE Teachers **Funding Sources:** - Local Funds - Campus				993

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Academic advisors will be trained in CTE coherent sequences to increase participation and maximize understanding **Strategy's Expected Result/Impact:** Increase success in CTE programs. **Staff Responsible for Monitoring:** Academic Advisors. **Funding Sources:** - Local Funds - Campus				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase the graduation rate and prepare students for secondary success.

Performance Objective 5: Continue to increase the number of students enrolling in Dual Credit courses, AP courses and taking AP exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Increasing awareness and participation in AP Capstone program. **Strategy's Expected Result/Impact:** Increase number of students enrolling in the program. **Staff Responsible for Monitoring:** Testing Coordinator Academic Advisors Capstone Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus				994

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Advance Placement teachers will utilize Collegeboard website and the professional development provided by BISD. **Strategy's Expected Result/Impact:** Increase rigor and relevance in AP classes **Staff Responsible for Monitoring:** Administration Testing Coordinator AP Teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Maintain the College and Career Center with personnel who can assist students with preparing for their futures beyond graduation from Rudder High School. **Strategy's Expected Result/Impact:** Assist students to be college/ career ready when they graduate. **Staff Responsible for Monitoring:** Go Center **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funds - Campus				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Educate students and parents on the benefits of the Advanced Placement Program. **Strategy's Expected Result/Impact:** Increase enrollment in AP classes. **Staff Responsible for Monitoring:** Academic Advisor Testing Coordinator **TEA Priorities:** Connect high school to career and college - **Funding Sources:** - Local Funds - Campus				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Rudder will employ an Advanced Academic Coordinator to oversee the AP program, facilitate professional development and offer academic support. **Strategy's Expected Result/Impact:** Increase AP passing percentage. Increase PSAT, SAT and ACT scores.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase the graduation rate and prepare students for secondary success.

Performance Objective 6: End of Year Attendance Rate will be 95% or higher.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Administration and Drop Out prevention Specialist will monitor student attendance rates and contact the guardians of students who have chronic attendance issues. **Strategy's Expected Result/Impact:** Improve attendance rate. **Staff Responsible for Monitoring:** Administration Drop Out Prevention specialist. **Funding Sources:** - Local Funds - Campus				996

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Rudder High School will have student incentives for students who attend school regularly. **Strategy's Expected Result/Impact:** Increase attendance rate. **Staff Responsible for Monitoring:** Administration PBIS Drop Out Prevention Specialist. **Funding Sources:** - Local Funds - Campus				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will submit accurate and timely attendance. **Strategy's Expected Result/Impact:** Attendance rate will be 95% or higher. Attendance corrections will be minimal. **Staff Responsible for Monitoring:** Administration Attendance Office. **Funding Sources:** - Local Funds - Campus				

0% No Progress 100% Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Rudder High School

Total SCE Funds: $44,127.00
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Instructional Coaches, Tutors (professional and paraprofessional), Summer School NOW

Personnel for Rudder High School

997

Name	Position	FTE
IC	Math	1
IC	ELA	1
IC	Science	1
IC	Social Studies	1
IC	ELA	1

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	2	1			$0.00
1	2	3			$0.00
1	2	4			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	2	1			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	7			$0.00
2	2	9			$0.00
2	2	10			$0.00
2	2	11			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
2	3	4			$0.00
2	3	5			$0.00
2	3	6			$0.00
2	3	7			$0.00
3	1	1			$0.00
3	1	2			$0.00

998

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	7			$0.00
3	1	8			$0.00
3	2	1			$0.00
3	2	3			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	3	3			$0.00
3	3	5			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	2	1			$0.00
4	3	2			$0.00
4	3	3			$0.00
4	3	4			$0.00
4	4	1			$0.00
4	4	2			$0.00
4	5	1			$0.00
4	5	2			$0.00
4	5	3			$0.00
4	5	4			$0.00
4	6	1			$0.00
4	6	2			$0.00
4	6	3			$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6			$0.00
1	2	7			$0.00
2	1	2			$0.00
2	2	2			$0.00
2	2	6			$0.00
2	2	8			$0.00
2	3	8			$0.00
3	1	6			$0.00
3	2	4			$0.00 1000
3	3	4			$0.00
3	3	6			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	IC's - 5 FTE's		$355,325.00
1	1	5			$0.00
1	2	8	Tutors (prof and paras), intervention materials		$44,127.00
3	2	2			$0.00
4	3	1	District SCE funds for 1 FTE		$0.00
				Sub-Total	$399,452.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5	Instructional Resources		$10,000.00
1	2	8	Tutors (prof and paras), intervention materials		$40,000.00
1	2	8	Snacks for students in tutoring		$5,000.00
2	1	1	Employee travel/registration, staff development materials, and contracted services		$5,000.00
3	2	5	Student computers		$14,124.00
4	2	2	Intervention Coord.		$52,967.00
				Sub-Total	$127,091.00

Addendums

1001

STATE COMPENSATORY EDUCATION

PROGRAM EVALUATION NARRATIVE

CAMPUS NAME: RUDDER

NARRATIVE INSTRUCTIONS

BEFORE BEGINNING WORK, SAVE THIS PAGE:
File → Download → Microsoft Word. A Word icon will appear at the bottom left-hand corner of this page. Mouse over it and left click. The narrative template will open and then you can save it to your computer.

TO COMPLETE THIS NARRATIVE:

1. Enter your campus name above.
2. Answer questions 1 and 2 following the directions below.
3. Save as a PDF titled 2021-22 "Campus Name" SCE Narrative.
4. Upload as an attachment in Plan4Learning in the 2021-22 plan year by June 30.
5. Send Robin Trowbridge a confirmation email.

QUESTION 1

List and describe each SCE funded campus strategy/intervention and the cost allocated to each (be sure to include ICs, Bilingual stipends, etc.). Use your EOY SCE budget report and campus improvement plan to gather this information.

STRATEGY/INTERVENTION	DESCRIPTION	COST ALLOCATED
INSTRUCTIONAL COACH(ES)		
PROFESSIONAL SUPP PAY-TUTORS	PROFESSIONAL TUTOR FOR STUDENT INTERVENTIONS	35000
PARAPROFESSIONAL SUPP PAY-TUTORS	PARA FOR TUTORING SUPPORT	3000
CONTRACTED SERVICES INSTRUCTION	ADVANCED PLACEMENT PROFESSIONAL DEVELOPMENT THROUGHOUT THE SCHOOL YEAR,	10000
INSTRUCTIONAL RESOURCES	BOOKS,	13395
STUDENT COMPUTERS/ OTHER EQUIPMENT	INSPIRE CALCULATORS, DOSIRI, IPADS,	48000
STAFF DEVELOPMENTAL MATERIALS	MANIPULATIVES,	10000
TRANSPORTATION-STUDENTS IN TUTORING	TRANSPORTATION	3000
EMPLOYEE TRAVEL/REGISTRATION	COLLEGE BOARD TRAINING	4000

TOTAL	126,395

QUESTION 2

To determine the effectiveness of the strategies/interventions listed in question 1, answer the grade span questions below relevant to your campus.

- Parts A and B - use disparity outcome results from your completed SCE workbook
- Part C - high school completion information results from your completed SCE workbook.

A. Grades K-2: How effective were the interventions in reducing retention rates in this grade span from one year to the next? What is your evidence?

B. Grades 3-12: How effective were the interventions in reducing any disparity in performance on state assessments between identified at-risk students and those students not identified as at-risk? What is your evidence?

The interventions were effective, especially the professional tutoring and the College Board training in decreasing the disparity on the Biology, US History and English II EOC assessments. Disparity increased on the English I and Algebra I EOC assessments. The disparity decreased on the Biology, US History and English II EOC assessments. While the disparity increased, the number of. Students earning Approaches increased for both tests.

C. Grades 9-12: How effective were the interventions in reducing any disparity in the rates of high school completion between identified at-risk students and those students not identified as at-risk? What is your evidence?

The tutoring and snacks were effective, especially when used at the Saturday Opportunity Sessions in decreasing the disparity by 7% for the graduation rates.

KEEP IN MIND AS YOU PLAN FOR NEXT YEAR:

1. SCE resources must be redirected when evaluations indicate strategies were unsuccessful in producing desired results for students at-risk of dropping out of school, and
2. SCE strategies/interventions must be aligned with the campus comprehensive needs assessment and included in the campus improvement plan along with a fund source and amount.
3. SCE funds may only be used to supplement the regular education program for students identified as at-risk of dropping out of school.

SCE Campus Evaluation Worksheet for High School EOC

Campus: Rudder

2020-21 Number of Students Identified as At-Risk

2021-22 Number of Students Identified as At-Risk 1414

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

Performance on State Assessements

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2020-21	2021 English I EOC	Percent Score for Students NOT Identified as At-Risk	84%	48%	**English I EOC**
		Percent Score for Students Identified as At-Risk	36%		-5%
2021-22	2022 English I EOC	Percent Score for Students NOT Identified as At-Risk	91%	53%	**Disparity increased**
		Percent Score for Students Identified as At-Risk	38%		
2020-21	2021 Algebra EOC	Percent Score for Students NOT Identified as At-Risk	67%	35%	**Algebra EOC**
		Percent Score for Students Identified as At-Risk	32%		-12%
2021-22	2022 Algebra EOC	Percent Score for Students NOT Identified as At-Risk	88%	47%	**Disparity increased**
		Percent Score for Students Identified as At-Risk	42%		
2020-21	2021 Biology EOC	Percent Score for Students NOT Identified as At-Risk	94%	42%	**Biology EOC**
		Percent Score for Students Identified as At-Risk	52%		10%
2021-22	2022 Biology EOC	Percent Score for Students NOT Identified as At-Risk	98%	32%	**Disparity decreased**
		Percent Score for Students Identified as At-Risk	66%		
2020-21	2021 US History EOC	Percent Score for Students NOT Identified as At-Risk	97%	25%	**US History EOC**
		Percent Score for Students Identified as At-Risk	72%		12%
2021-22	2022 US History EOC	Percent Score for Students NOT Identified as At-Risk	98%	14%	**Disparity decreased**
		Percent Score for Students Identified as At-Risk	84%		
2020-21	2021 English II EOC	Percent Score for Students NOT Identified as At-Risk	89%	51%	**English II EOC**
		Percent Score for Students Identified as At-Risk	38%		9%
2021-22	2022 English II EOC	Percent Score for Students NOT Identified as At-Risk	93%	42%	**Disparity decreased**
		Percent Score for Students Identified as At-Risk	52%		

High School Completion (prior year data)

2019-20	2020 Graduation Rates	Graduation Rate for Students NOT Identified as At-Risk	95%	7%	**Graduation Rates**
		Graduation Rate for Students Identified as At-Risk	88%		7%
2020-21	2021 Graduation Rates	Graduation Rate for Students NOT Identified as At-Risk	96%	0%	**Disparity decreased**
		Graduation Rate for Students Identified as At-Risk	96%		

$$\text{graduation rate} = \frac{\text{graduates}}{\text{graduates + continuers + GED recipients + dropouts}} \times 100$$

Closed Session

1. Discuss Issues Pertaining to Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee (Texas Government Code Chapter 551.074)
2. Pursuant to Texas Government Code Sections 551.0821, Deliberation Concerning a Public School Student Wherein Personally Identifiable Information will Necessarily be Revealed

Reconvene in Open Session

ADJOURN

In accordance with the Texas Open Meetings Act Subchapters D and E of Chapter 551, Texas Government Code (§551.071 Attorney/Client Consultation, §551.072 Real Estate, §551.073 Contracts for Gifts or Donations, §551.074 Personnel Matters, §551.075 Investments, §551.076 Security Devices, §551.082 Discipline of Student or Employee Complaint, §551.0821 Personally Identifiable Student Information, §551.083 Employee Groups Consultation, §551.084 Exclusion of Hearing Witnesses), the board may enter closed meeting to deliberate any subject authorized by Subchapters listed.