

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 23, 2024 – 6:00 PM

AGENDA

CALL TO ORDER REGULAR MEETING

Welcome

Pledges of Allegiance

Spotlight

1. Community Engagement Appreciation
2. Elementary Teachers of the Month
3. Secondary Teacher of the Month
4. Auxiliary Employee of the Month

Standing Committees

1. Intergovernmental Committee (IGC) - Brazos County Health District Update and Discussion of Future IGC Meetings
2. Executive Committee Update - Plan Design Changes and Employee Medical Plan Premium Recommendations

Information Item

1. Safety & Security Update

2



Safety & Security Update

September 23, 2024



Top Priority: Safety

- Board Goal:
 - Ensure a physically and emotionally safe and secure learning environment while welcoming all students, staff, and visitors.
- Safety & Security Committee
 - A comprehensive group of stakeholders including board members, local law enforcement, first responders, parents, community members, and others.





Ahead of State-wide Mandates



Security Vestibules & Intruder Resistant Film

- Security vestibules at all campuses
- Intruder resistant material applied to all security vestibules, exterior doors, and adjacent windows



Campus Maps & Classroom Barricades

- Accurate site layouts with exterior and interior door numbers and north indication
- Provided to first responders and on site
- Nightlock Door Security



School Resource Officers

- School Resource Officers (multi-year partnership)
- Armed Security Officers (expanded)

● District Vulnerability Assessment ➤➤➤ 88th Legislature, HB 3

TEA shall conduct a detailed vulnerability assessment of each district, on a random basis determined by the agency once every four years.

The assessment must:

- assess facility access controls, emergency operations procedures, and other school safety requirements; and
- to the greatest extent practicable, coincide with the safety and security audit required under TEC 37.108

The DVA is in addition to the monthly intruder detection audits.



District Vulnerability Assessment



First Aid



**Exterior
Windows**



**Silent Panic Alarm
Technology / 9-1-1 Access**



**Facility Map &
Door Numbering**



**Facility Access Points:
Exterior Doors**



Staff Interviews

Standard Response Protocol (SRP)

How we respond to emergencies and unusual situations on our campuses

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults




Silent Panic Alarm Technology

9-1-1 Access




SPAT

- In every classroom
- Campus Emergency Button on classroom phones
- Notifies administrator with location



Campus Emergency Phone Button



What is the Campus Emergency Button?
This button has replaced the Front Office button that used to be listed on all campus classroom phones. This is in response to Alyssa's Law mandating a discreet notification/emergency alert in all schools across the state.

06/26/24 10 35am 19792092400

BHS RM3105 8097

Front Office << PREV

Redial New Call Fwd All Recents


08/08/24 07 32am

BCHS RM100


Campus Emergency

NEW!


Redial New Call Fwd All Recents





When do I use the Campus Emergency Button?
When an emergency occurs and you need immediate help. Remember this can be a silent alert if you need it to be. You do not have to converse. **For example**, a medical emergency, an individual has a weapon on campus, or you notice a trespasser.



Who gets the notification when I call?
This call will ring multiple campus phones as well as alert administrators and identified support staff through the Informacast App. The notification list is pre-determined. Some examples include: Principal; Assistant Principal; the Nurse and the Lead Counselor.



Should I still Call 911 if needed?
Yes! If you determine an immediate call to 911 is necessary, take that action.

 Bryan ISD Safety and Security
  rich.himmel@bryanisd.org



9-1-1

All employees - administrators, teachers, substitutes, and staff members - have the ability to call **9-1-1** from any campus phone

Reporting Concerns

- The B-Safe
 - App or Report Online
 - Tied to Crime Stoppers
 - Can be anonymous
 - Monitored 24/7
- **See Something, Say Something**
- Each campus has a safe and supportive school team (SSSP Team)
 - Members have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement.



Mental Health Supports for Families

District

- Campus Counselors
- Project Hope

Community and Referrals

- Texas Child Health Access Through Telemedicine (TCHATT)
- Family and Youth Services (FAYS) - Project Unity
- MHMR of the Brazos Valley
- TAMU Counseling & Assessment Center
- National Alliance on Mental Health (NAMI)
- Twin City Mission Youth and Family Services (STAR)

Note: This is not a complete list of available resources. Resource guide and quick guide available on BISD Website





Communications



Internal

- Communication with Campus Faculty
- Communication to All Staff as appropriate
- Informing Students as appropriate

External

- No Opt-Out for Emergency Alerts
 - Verifying Emergency Contact Information
 - Part of Back to School enrollment verification
 - Available in Home Access Center (HAC)
 - Contacting your child's campus
- English & Spanish Communications
- Voice, Email, Text



Safety & Security Update

September 23, 2024



Citizens' Comments

ITEMS FOR DISCUSSION AND OR ACTION / CONSENT AGENDA

1. Consider Approval of the Meeting Minutes for August 5 and August 19, 2024
2. Consider Approval of Financial Statements and Purchasing Report for August 2024

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Bryan ISD Monthly Update - Budgeted Funds

General Fund

August 2024

	Adopted Budget	2 Months August 2024	Estimated Budget Remaining	August Actual
Revenues:				
Local and Intermediate Sources	90,213,000	2,512,101	87,700,899	405,661
State Programs	74,890,000	1,475,814	73,414,186	714,064
Federal Programs	5,650,000	5,490,792	159,208	5,478,769
Total Revenues	170,753,000	9,478,707	161,274,293	6,598,494
Expenditures:				
11 Instructional	107,736,309	3,124,984	104,611,325	1,551,424
12 Instructional Resources	1,654,568	46,757	1,607,811	22,859
13 Instructional Staff Development	3,177,100	205,924	2,971,176	87,946
21 Instructional Leadership	4,335,529	688,165	3,647,364	332,496
23 Campus Administration	11,197,614	1,401,090	9,796,524	990,629
31 Guidance and Counseling	6,504,204	749,549	5,754,655	634,005
32 Social Work Services	231,390	40,573	190,817	34,662
33 Health Services	2,059,324	105,302	1,954,022	70,305
34 Student Transportation	7,921,236	442,334	7,478,902	150,932
35 Food Services	25,000		25,000	-
36 Cocurricular / Extracurricular	4,240,419	473,673	3,766,746	250,334
41 General Administration	4,685,099	771,128	3,913,971	342,203
51 Plant Maint. And Operations	16,509,790	2,032,238	14,477,552	999,162
52 Security and Monitoring	1,703,426	302,645	1,400,781	297,675
53 Data Processing Services	2,681,296	367,072	2,314,224	183,528
61 Community Services	113,121	21,121	92,000	17,170
71 Debt Services	835,000	208,651	626,349	208,651
72 Debt Services - SECO Loan	-	-	-	-
81 Facilities Acquisition & Constr.	-	-	-	-
95 Juvenile Justice AEP	60,000	-	60,000	-
97 Tax Incremental Financing	-	-	-	-
99 Intergovernmental Charges	1,308,875	-	1,308,875	-
Total Expenditures	176,979,300	10,981,207	165,998,093	6,173,981
Other Resources*	0	0	0	-
Other Uses**	0	0	0	-
Net Other Resources and Uses	0	0	0	-

Bryan ISD Monthly Update - Budgeted Funds

Debt Service

August 2024

	Adopted Budget	2 Months August 2024	Estimated Budget Remaining	August Actual
Revenues:				
Local and Intermediate Sources	37,448,928	968,332	36,480,596	131,389
State Programs	175,000	-	175,000	-
Total Revenues	37,623,928	968,332	36,655,596	131,389
Expenditures:				
71 Debt Services	37,623,928	4,503,214	33,120,714	4,503,214
Total Expenditures	37,623,928	4,503,214	33,120,714	4,503,214

Bryan ISD Monthly Update - Budgeted Funds

School Nutrition Services

August 2024

	Adopted Budget	2 Months August 2024	Estimated Budget Remaining	August Actual
Revenues:				
Total Revenues*	12,135,000	1,084,054	11,050,946	1,020,670
Expenditures:				
35 Food Services	11,585,000	890,733	10,694,267	558,522
51 Plant Maint. And Operations	550,000	-	550,000	-
Total Expenditures	12,135,000	890,733	11,244,267	558,522

Bryan ISD Monthly Update - Non-Budgeted Funds
Special Revenue Funds
August 2024

	Adopted Budget	2 Months August 2024	Estimated Budget Remaining	August Actual
Revenues:				
Local and Intermediate Sources	-	771,975	-	763,565
State Programs	-	1,653,328	-	313,498
Federal Programs	-	427,369	-	135,713
Other	-		-	-
Total Revenues	-	2,852,672	-	1,212,776
Expenditures:				
11 Instructional	-	1,337,512	-	747,499
12 Instructional Resources	-	1,621	-	-
13 Instructional Staff Development	-	287,986	-	39,725
21 Instructional Leadership	-	152,907	-	86,091
23 Campus Administration	-	82,782	-	41,142
31 Guidance and Counseling	-	837,001	-	192,712
32 Social Work Services	-	49,472	-	33,942
33 Health Services	-	27,651	-	-
34 Student Transportation	-	-	-	-
35 Food Services	-		-	-
36 Cocurricular / Extracurricular	-	40,206	-	40,206
41 General Administration	-	21,853	-	21,853
51 Plant Maint. And Operations	-	-	-	-
52 Security and Monitoring	-	-	-	-
53 Data Processing Services	-	13,683	-	13,683
61 Community Services	-		-	-
71 Debt Services	-	-	-	-
81 Facilities Acquisition & Constr.	-	-	-	-
95 Juvenile Justice AEP	-	-	-	-
97 Tax Incremental Financing	-		-	-
99 Intergovernmental Charges	-		-	-
Subtotal Expenditures	-	2,852,672	-	1,216,853
Other Uses	-	-	-	-
Total Expenditures	-	2,852,672	-	1,216,853

These items do not require budgets to be adopted
by the Board of Trustees

BRYAN INDEPENDENT SCHOOL DISTRICT
 REPORT OF SUPERINTENDENT APPROVED PURCHASES (\$25,000 - \$50,000)
 FOR THE MONTH OF AUGUST 2024



Date	Dept	Campus	Vendor	Amount	Fund	Purch Method	Description
08/08/24	Safety	Administration	Scenario Learning	\$30,118.72	General Fund	Purchasing Cooperative	Renewal of SafeSchools Online Learning Staff Training Platform, 2024-25
08/16/24	School Leadership	Administration	RaaWee K-12 Solutions	\$47,450.00	SCE	Purchasing Cooperative	Renewal of Truancy and Dropout Prevention System, 2024-25
08/21/24	Data Services	Administration	FinalSite	\$45,336.00	General Fund	Purchasing Cooperative	Mass Notification and Mobile App Renewal for 2024-25
08/26/24	Data Services	Administration	Docunav	\$36,266.62	General Fund	Purchasing Cooperative	Renewal of Laserfiche Agreement, 2024-25
08/29/24	School Nutrition Services	Haliburton	EMS-Ling Inc	\$37,796.29	Food Service	Purchasing Cooperative	Renewal of Point of Sale, Inventory, Student Management, Production Records, Menu Planning, Purchasing, and Annual Support

**BRYAN INDEPENDENT SCHOOL DISTRICT
PURCHASE AUTHORIZATION REQUEST**

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

VENDOR: Scenario Learning

FUNDING AMOUNT: \$30,118,72

ADDRESS: 4890 W Kennedy Blvd, Suite 300

FUNDING SOURCE: General Fund

CITY, STATE ZIP: Tampa, FL 33609

DATE REQUIRED: August 2024

PURCHASING/BID METHOD:

Purchasing Cooperative

DESCRIPTION:

Renewal of SafeSchool Online Staff Training, 2024 – 25 school year

JUSTIFICATION:

Renewal

EFFECT ON FUTURE BUDGET YEAR:

n/a

REQUESTED BY:

Rich Himmel

DATE:

August 2024

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:

**Scenario Learning, LLC dba Vector Solutions
Pricing/Schedule A**

Date:

Pricing valid for 30 days.

Client Information

Client Name: Bryan ISD	
Address: ATTN: Finance Department 801 South Ennis Bryan, Texas 77803	
Primary Contact Name:	Primary Contact Phone:

Term

Effective Date: 09/30/2024	Initial Term (months): 12.0
--------------------------------------	---------------------------------------

Invoicing Contact Information (Please fill in missing information)

Billing Contact Name: Stefanie Brumfield			
Billing Address: ATTN: Finance Department 801 South Ennis Bryan, Texas 77803		Billing Phone: 979-209-1041	
Billing Email: stefanie.brumfield@bryanisd.org	PO#: PO Not Required	Billing Frequency: Annual	Payment Terms: Net 30

Annual Subscription Services

FOR TRAINING PRODUCTS ONLY: Additional Named Users added after the Effective Date shall be billed at the Full Per Named User Fee below, and such Additional Named Users shall become part of the minimum contracted Users through the end of the Initial Term.

Product	Quantity	Price	Sub Total
SafeSchools Online Staff Training System - Annual Subscription	1.0	-\$1,549.65	-\$1,549.65
SafeSchools Online Staff Training System - Annual Subscription	2824.0	\$7.22	\$20,389.28
SafeSchools SDS Management System - Annual Subscription	1.0	-\$276.73	-\$276.73
19		*Total:	\$30,118.72

Product	Quantity	Price	Sub Total
SafeSchools SDS Management System - Annual Subscription	27.0	\$114.01	\$3,078.27
School Bus Safety Company's Driver Safety Bundle (SBSC50) - Annual Subscription	1.0	\$3,462.75	\$3,462.75
Exceptional Child Course Library - Add-On Content in SafeSchools Training - Annual Subscription	420.0	\$11.94	\$5,014.80

***Total: \$30,118.72**

***Total does not include any taxes that may apply. Any such taxes are the responsibility of the Customer.**

Please note that this is not an invoice. An invoice will be sent within fourteen (14) business days.

Confidential and Proprietary

**Scenario Learning, LLC dba Vector Solutions
Pricing/Schedule A**

Date:

Pricing valid for 30 days.

Client Information

Client Name: Bryan ISD	
Address: ATTN: Finance Department 801 South Ennis Bryan, Texas 77803	
Primary Contact Name:	Primary Contact Phone:

Term

Effective Date: 09/30/2020	Initial Term (months): 12.0
--------------------------------------	---------------------------------------

Invoicing Contact Information (Please fill in missing information)

Billing Contact Name: Stefanie Brumfield			
Billing Address: ATTN: Finance Department 801 South Ennis Bryan, Texas 77803		Billing Phone: 979-209-1041	
Billing Email: stefanie.brumfield@bryanisd.org	PO#: PO Not Required	Billing Frequency: Annual	Payment Terms: Net 30

Annual Subscription Services

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***Total: \$30,118.72**

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Please note that this is not an invoice. An invoice will be sent within fourteen (14) business days.

Confidential and Proprietary

**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 West 15th Street, Suite 110

FUNDING SOURCE: SCE

CITY, STATE ZIP: Plano, Texas 75075

DATE REQUIRED: August 2024

PURCHASING/BID METHOD:

Purchasing Cooperative

DESCRIPTION:

License Renewal for Truancy and Dropout Prevention System for the 2024-25 School Year, for all campuses

JUSTIFICATION:

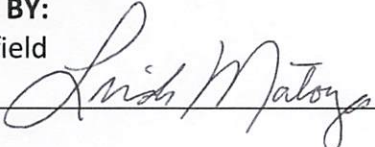
Truancy and Dropout Prevention Software

EFFECT ON FUTURE BUDGET YEAR:

n/a

REQUESTED BY:

Cody Satterfield



DATE:

08.15.24

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:



License Renewal Contract

Date Prepared: 05/08/2024	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 2024-2025.

License Fee:

License Renewal Fee
Fee for the school year 2024-2025: \$47,450

Payment Schedule:

Terms: Payment Due before September 15th, 2024: 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: 8-14-2024

Name & Title: DR. BRIAN McNEILL EXECUTIVE DIRECTOR of School Leadership.

District's Business Address: 801 S. Ennis, Bryan, TX. 77803

RaaWee's Authorized Signature: Saleem Qazi Date: 05/08/2024

Name: Saleem Qazi, CEO

35,575.00

CAMPUS #	SCHOOL NAME	At-Risk Enrollment	Account Code										Amount
			199	E	11	6399	73	001	0	24	0	12	
001	BHS	1,880	199	E	11	6399	73	001	0	24	0	12	6,000
002	RHS	1,522	199	E	11	6399	73	002	0	24	0	12	4,858
003	BCHS	295	199	E	11	6399	73	003	0	24	0	12	942
017	MCHS	116	199	E	11	6399	73	017	0	26	0	12	370
041	STEPHEN F AUSTIN MS	832	199	E	11	6399	73	041	0	30	0	12	2,656
045	JANE LONG MS	633	199	E	11	6399	73	045	0	30	0	12	2,020
046	RAYBURN MS	377	199	E	11	6399	73	046	0	30	0	12	1,203
047	ARTHUR L DAVILA MS	820	199	E	11	6399	73	047	0	30	0	12	2,617
049	Sadberry	435	199	E	11	6399	73	049	0	30	0	12	1,388
101	KEMP/CARVER ELEMENTARY	398	199	E	11	6399	73	101	0	30	0	12	1,270
103	BONHAM ELEMENTARY	400	199	E	11	6399	73	103	0	30	0	12	1,277
105	CROCKETT ELEMENTARY	293	199	E	11	6399	73	105	0	30	0	12	935
106	FANNIN ELEMENTARY	331	199	E	11	6399	73	106	0	30	0	12	1,056
107	HENDERSON ELEMENTARY	397	199	E	11	6399	73	107	0	30	0	12	1,267
108	JOHNSON ELEMENTARY	223	199	E	11	6399	73	108	0	30	0	12	712
110	SUL ROSS ELEMENTARY	197	199	E	11	6399	73	110	0	30	0	12	629
112	HOUSTON ELEMENTARY	161	199	E	11	6399	73	112	0	24	0	12	514
113	NAVARRO ELEMENTARY	327	199	E	11	6399	73	113	0	30	0	12	1,044
114	MARY BRANCH ELEMENTARY	316	199	E	11	6399	73	114	0	30	0	12	1,009
115	ANSON JONES ELEMENTARY	528	199	E	11	6399	73	115	0	30	0	12	1,685
117	BOWEN ELEMENTARY	166	199	E	11	6399	73	117	0	30	0	12	530
118	NEAL ELEMENTARY	268	199	E	11	6399	73	118	0	30	0	12	855
119	MITCHELL ELEMENTARY	231	199	E	11	6399	73	119	0	30	0	12	737
		11,146											35,575.00

Local

199 E 11 6399 73 999 0 11 0 0

11,875.00
47,450.00

**BRYAN INDEPENDENT SCHOOL DISTRICT
PURCHASE AUTHORIZATION REQUEST**

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

VENDOR: FinalSite

FUNDING AMOUNT: \$45,336.00

ADDRESS:

FUNDING SOURCE: Local

CITY, STATE ZIP:

DATE REQUIRED: 9-3-24

PURCHASING/BID METHOD:

DESCRIPTION:

This software is used for mass communication (formerly ParentLink)

JUSTIFICATION:

This software is used by campuses and district departments to mass communicate with families

EFFECT ON FUTURE BUDGET YEAR:

None, cost covered by Data Services budget

REQUESTED BY:

Jennifer Lemons

DATE:

9-3-24

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:



Invoice

Invoice #: INV074002
Date: 9/1/2024
Payment Terms: Upon receipt
Due Date: 9/1/2024
PO#:

Bill To
Bryan Independent School District
801 S. Ennis St
Bryan TX 77803-4642
United States

Ship To
Bryan Independent School District
801 S. Ennis St
Bryan TX 77803-4642
United States

Description	Coverage Start Date	Coverage End Date	Qty	Amount
Reliable mass notification system for sending messages via voice, text, email, push notification, website announcement, website alert, and social media.	9/1/2024	8/31/2025	1	Included
Custom, branded mobile app with access to student information, news, calendars, social media, notifications, and other vital school information.	9/1/2024	8/31/2025	1	Included
Subtotal				\$45,336.00
Tax Total				\$0.00
Total				\$45,336.00
Amount Paid				\$0.00
Amount Due				\$45,336.00

Please make all checks payable to Active Internet Technologies, LLC.

Remittance Address:
Active Internet Technologies
PO Box 783838
Philadelphia, PA
19178-3838

For Courier Deposits (Fed Ex, UPS, etc.):
Active Internet Technologies LLC
Attn: Lockbox 783838
Wells Fargo Bank
MAC Y1372-045
2005 Market Street, 5th Floor
Philadelphia, PA 19103-7042

Wire/ACH Instructions:
Bank: Wells Fargo Bank NA
Bank Add: PO Box 63020, San Francisco, CA 94163
ABA: 121000248 / SWIFT ID: WFBTUS6S
Account Name: Active Internet Technologies LLC
Account Number: 4095186292

800-592-2469 Ext.1008
accounting@finalsite.com

We appreciate your confidence in us and our products. Please visit us online at www.finalsite.com

Stemom
9/24/24



Renewal Confirmation Notice

Customer: Bryan Independent School District
801 S. Ennis St
Bryan, TX

Finalsite
655 Winding Brook Drive
Glastonbury, CT 06033 | USA
www.finalsite.com

Contract Start Date: September 1, 2024
Contract End Date: August 31, 2025
Renewal Contact: Genadiy Khadzhi // genadiy.khadzhi@finalsite.com

Comms	
MASS NOTIFICATIONS	MOBILE COMMUNICATIONS APP INTG

Schedule	Amount
Period 1 - Sep 01 2024	\$ 45,336

Payment options will be visible on the invoice.
PO's should be sent to accounting@finalsite.com.
For more information contact:
800-592-2469 x8 // accounting@finalsite.com

**BRYAN INDEPENDENT SCHOOL DISTRICT
PURCHASE AUTHORIZATION REQUEST**

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

VENDOR: DocuNav

FUNDING AMOUNT: \$36,266.62

ADDRESS:

FUNDING SOURCE: local

CITY, STATE ZIP:

DATE REQUIRED: 9-3-24

PURCHASING/BID METHOD:

DESCRIPTION:

Support agreement with DocuNav for Laserfiche licensing/support. This is year one of a three year agreement.

JUSTIFICATION:

DocuNav is needed for support of Laserfiche

EFFECT ON FUTURE BUDGET YEAR:

None, covered fully by Data Services budget

REQUESTED BY:

Jennifer Lemons

DATE:

9-3-24

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:



VP Imaging, Inc. dba DocuNav Solutions
 8501 Wade Blvd., Suite 760
 Frisco, TX 75034
 800-353-2320



DocuNav Contact:
 Accounts Payable

Date: 8/19/2024
Quote: DSA12637

ANNUAL SUPPORT AGREEMENT

**3-Year Agreement; this is your 1st of 3 years.
 Coverage from September 1, 2024 through September 1, 2025.**

100	ENF01-N	Laserfiche Rio Named Full Users (Per user; 100-199 users) Named User pricing includes: Unlimited Laserfiche Servers, Workflow, Mobile, Web Client, Audit Trail, Snapshot, Microsoft Office/Sharepoint, Web Admin Console and Digital Signatures. Pricing effective 01/01/2021	\$217.00	\$21,700.00
100	EFRM	Laserfiche Forms (per user)	\$21.70	\$2,170.00
100	ERM	Laserfiche RIO Records Management Edition	\$21.70	\$2,170.00
1	EPFRM	Laserfiche Forms Portal Add-on	\$2,159.00	\$2,159.00
1	JSEDCOM1-N	Laserfiche Annual Self-Hosted Subscription Licensing: Education Users (Block of 2,000 Licenses) *User Capabilities: provides read-only repository access and the ability to participate in forms processes for accredited educational institutions	\$12,276.25	\$12,276.25
1	IA	Laserfiche RIO Import Agent	\$405.00	\$405.00
1	DNPK-OBT1-DSA	DocuNav Solutions Package - HR OnBoarding Tier 1 (annual subscription for support/upgrades)	\$2,500.00	\$2,500.00
1	LF-INCR	Laserfiche self-hosted perpetual product suite increase (3% increase effective July 1, 2024 on all United, Avante and Rio licensing and support for all accounts)	\$1,226.41	\$1,226.41
1	DN DIR DSA	DocuNav Solutions DIR Support Discount (10%-off, based on 3-Year agreement) *Please See DIR Contract # DIR-CPO-4449. *Limited 3% increase year over year.	\$(3,233.04)	\$(3,233.04)
1	DN DIR SUB	DocuNav Solutions DIR Subscription Discount (4%-off, based on subscription licensing) *Please See DIR Contract # DIR-CPO-4449	\$(427.00)	\$(427.00)
1	DN DSC	One-Time Special Discount	\$(4,680.00)	\$(4,680.00)

**Note: All quotes expire 30 days from above date. Please call your DocuNav contact for any changes.*

Subtotal	\$44,606.66
Discount	\$-8,340.04
Tax	\$.00
Total	\$36,266.62

Sign Here

8/26/24
 31
 Date

**BRYAN INDEPENDENT SCHOOL DISTRICT
PURCHASE AUTHORIZATION REQUEST**

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

VENDOR: EMS-LING Inc

FUNDING AMOUNT: \$37,796.29

ADDRESS:

FUNDING SOURCE: Food Service

CITY, STATE ZIP:

DATE REQUIRED: August 2024

PURCHASING/BID METHOD:

Purchasing Cooperative

DESCRIPTION:

Annual Renewal of Point of Sale, Inventory, Student Management, Production Records, Menu Planning, Purchasing, and annual support, School Nutrition Services, Districtwide

JUSTIFICATION:

Renewal

EFFECT ON FUTURE BUDGET YEAR:

n/a

REQUESTED BY:

Sandra Baxter

DATE:

August 2024

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:

3. Consider Approval of Purchase Over \$50,000 for Unemployment Insurance

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July 23, 2024

Shay Sicinski

Bryan ISD

Dear Shay Sicinski,

The TASB Risk Management Fund is pleased to provide the following proposal for renewing your coverage for the coming year. The proposal reflects the Fund's ongoing commitment to the risk sharing partnership among its more than 1,000 members.

The Fund is the oldest and largest governmental risk pool serving public schools and other educational entities in Texas. The Fund is governed by a 19-member board of school trustees, superintendents, and administrators from member districts. The board ensures the Fund remains financially strong and responsive to member needs.

Fund programs and coverages continue to support the risks shared by Fund members but also reflect the challenging environments that Fund members face today.

The coverage proposal on the following pages includes terms and contribution amounts for the programs in which your organization participates. A summary of coverage changes and updates to the Fund's Coverage Agreements is included in this proposal. Coverage Agreements can also be accessed on the Fund's website.

Please review all terms, provisions, and features of this renewal proposal. When ready, you may accept your renewal proposal by signing the Contribution & Coverage Summary (CCS) and returning it by email to me or to TASBRMF@tasbrmf.org. You may also complete the electronic acceptance using the link in the renewal email sent to the designated Program Contact.

Please note, if you take no action, coverage will automatically renew under the terms of this renewal proposal. If you wish to terminate coverage, the Fund must receive written notice of termination at least 30 days prior to your renewal date. If you are unsure of your plans to renew or have questions about this renewal proposal or any aspect of your Fund membership, please contact Jacqueline Spencer or any member of TASB's Underwriting or Marketing teams at 800.482.7276.

Thank you for your membership in the TASB Risk Management Fund and your partnership with all Fund members. The Fund is proud to be your partner in managing risks and serving the students in your community.

Sincerely,
Jacqueline Spencer
Risk Management Consultant
Division of Risk Management Marketing & Strategic Partnerships
Texas Association of School Boards, Inc.

TASB Risk Management Fund
12007 Research Blvd., Austin, Texas 78759-2439
P.O. Box 301, Austin, Texas 78767-0301
Toll-Free: 800.482.7276 | Austin area: 1 (512) 505-2834

CC:



Bryan ISD

Contribution & Coverage Summary (CCS)
Participation Period: 10/1/2024 through 9/30/2025

The following is a summary of coverages, limits, deductibles, and contribution amounts. More information about coverage, limits, deductibles, terms, and conditions are found on the following pages and are part of this CCS. Please review all pages of this CCS document and associated Fund Coverage Agreements.

This is not a declarations page. The Fund is not insurance but a self-insured risk pool through which members agree to share risk and actively participate in their contractual obligations as a member of the Fund.

Coverage	Limit	Deductible	Contribution
Unemployment Compensation	Statutory	No Deductible	\$65,028
Total Contribution			\$65,028

THIS IS NOT AN INVOICE. The TASB Risk Management Fund will issue an invoice when coverage is accepted by the Member. Total Contribution is an estimate and is subject to exposure audit.



Bryan ISD

Unemployment Compensation
Participation Period: 10/1/2024 through 9/30/2025
Total Contribution: \$65,028

The following is a description of Unemployment Compensation (UC) coverage.

Unemployment Compensation Coverage	Contribution
UC – Pool	\$65,028

Unemployment Compensation Provisions

Agreement: This Agreement provides coverage for statutory unemployment compensation benefits and assistance with general unemployment compensation matters such as administrative hearings and filings with the Texas Workforce Commission (TWC). Coverage does not extend to litigation involving unemployment claims or other employment related matters.

As part of this Agreement, the Fund assumes responsibility for the Fund Member’s quarterly claim payments payable to TWC during the Participation Period. All benefit credits and reimbursements, including but not limited to federal CARES Act credits, received during or attributable to any period of the Fund Member’s participation in the Fund’s UC program for which the Fund paid benefits, are owed to the Fund. The Fund Member must be a reimbursing employer pursuant to the Texas Unemployment Compensation Act (TUCA) and must execute a Power of Attorney permitting the Fund to represent the Fund Member in its relations with TWC.

The Fund Member agrees to comply with the provisions of the TUCA, to respond timely to TWC requests and reporting requirements, and to comply with TWC rules and procedures. The Fund Member also agrees to implement loss prevention and cost containment recommendations from the Fund related to unemployment compensation benefits. The Fund Member agrees to submit wage reports through electronic reporting to the Fund or TWC according to Fund and TWC requirements. Any fines or penalties imposed for the Fund Member’s failure to comply with the TUCA will be the sole responsibility of the Fund Member. If the Fund advances payment of any fine or penalty, the Fund Member agrees to reimburse the Fund for all such costs. Upon termination of this coverage, the Fund Member agrees to assume responsibility for claim payments and reports due to the TWC.

Contribution: The contribution shown on this Contribution and Coverage Summary (CCS) is developed by the Fund and is based on the Fund’s overall expected unemployment compensation claims costs for the Participation Period and each individual Fund Member’s claims experience. The contribution is not adjustable during the coverage period due to changes in the Fund Member’s wages. However, the contribution may be adjusted by the Fund if payments due to TWC for the Fund Member’s unemployment compensation benefit payments for this Participation Period exceed 300% of the Fund Member’s annual UC contribution. The additional contribution adjustment will be based solely on the Fund Member’s own claims.

Assistance: The Fund’s services include assistance to the Fund Member with TWC hearings. Fund Member’s request for assistance constitutes authorization for the Fund to appoint an attorney to provide representation to the Fund Member before the TWC and for such attorney and other Fund representatives to have privileged communications with the Fund Member regarding claims subject to TWC administrative proceedings. The Fund’s assistance of the Fund Member under this provision does not extend to litigation involving unemployment claims or other employment-related matters.



Program Coordinators

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. Below are the current Coordinators associated with the Fund Member. If a Coordinator's name and e-mail address are not listed or the Coordinator identified needs to be updated, please provide updated information to the Fund as soon as possible or include updates on this document.

Current Program Coordinators

Program	Name	Title	E-mail
TASB RMF- Unemployment Compensation	Shay Sicinski	Director of Human Resources	shay.sicinski@bryanisd.org

Program Coordinator Updates

Program	Name	Title	E-mail

If accepting this proposal electronically, you may scan and email this page to tasbrmf@tasbrmf.org to provide Program Coordinator updates.



Contribution & Coverage Summary General Provisions

Coverage: This CCS and the Fund’s corresponding Coverage Agreements for this Participation Period outline the coverage terms and limits.

Claims Reporting: The Fund Member will provide to the Fund timely notice of all claims as required in the Interlocal Participation Agreement, the applicable Fund Coverage Agreement, and this CCS. The lack of timely notice may result in a loss of coverage.

Definitions: Any terms not defined in this CCS will use the definition for that term from the corresponding Fund Coverage Agreement.

Payment: The Fund Member agrees to pay contributions based on a plan developed by the Fund. All contributions are payable upon receipt of an invoice from the Fund. The Fund will determine the contribution for each program and how each contribution is applied.

Termination: In addition to any CCS-specific provisions, the Interlocal Participation Agreement outlines the termination-related provisions that govern this CCS. These provisions include that this CCS may be terminated by either party, with termination effective at the end of the Participation Period, by giving written notice to the other party no later than 30 days before the end of the Participation Period. If the Fund Member ceases to be an Active or Associate member of the Texas Association of School Boards, Inc., this CCS will terminate at the end of the Participation Period, and the Fund will not offer a renewal CCS. If neither party terminates this CCS, any renewal CCS offered by the Fund becomes effective based on the terms of the renewal CCS and will bind the Fund Member.

Fund Member Authorization:

I approve this Contribution and Coverage Summary (CCS) and certify that this information is correct. I affirm that I am duly authorized to approve this CCS and that I have read and agree to this CCS and the Interlocal Participation Agreement.

Authorized Signature

Date

Printed Name

Title

4. Consider Approval of the Close Out of Playground Shade Structures

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INSTALLATION WARRANTY LETTER OF COMPLETION

Playground Solutions of Texas, Inc. offers a full one-year installation warranty on the installation of all our products. Issues related to original installation will be addressed by one of our installation teams at no cost to the customer. It is the customers responsibility to perform regular maintenance per manufacturers instructions. Acts of God, vandalism, misuse of the product, and improper maintenance issues are excluded from this service.

PSTXI will evaluate any issues at no cost to the customer and a resolution applicable to the situation will be communicated and coordinated with the end user. Product performance issues are based upon individual manufacturer warranties and will be confirmed by the manufacturer. Product warranties are in effect from the date of installation. Regular maintenance of the product is required to maintain the manufacturer product warranty.

PSTXI takes great pride in servicing our products to ensure their safe use. Working with the end user to maintain our product's proper function is our commitment!

PROJECT NAME: Bryan ISD Shade Project

PO 9412400171
Amount of Project (Shade Structures Only) - \$212,558.69
Amount of Contingency - \$15,000
Contingency Used - \$0
Contingency Unused Balance - \$15,000

END USER: Bryan ISD

INSTALLATION COMPLETION DATE: 09/18/2024

WARRANTY EXPIRATION DATE: 09/18/2025

CUSTOMER SIGNATURE:

PSTX REPRESENTATIVE SIGNATURE: *Mike Howerton*

5. Consider Approval for the Close Out of Playground Shade Structures

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May Recreation Equipment & Design, L.P.

Park and Playground Design, Supply and Installation

"We Speak Playground!"

Tyler, Texas

bigbie@mayrecreation.com www.mayrecreation.com

Toll Free: 800.964.6301 • Direct: 903.539.9992 • Fax: 888.349.9146

LETTER OF COMPLETION

May Recreation Equipment & Design L.P. offers a full one-year installation warranty on the installation of all our products. Issues related to original installation will be addressed by one of our installation teams at no cost to the customer. It is the customers responsibility to perform regular maintenance per manufacturer's instructions. Acts of God, vandalism, misuse of the product, and improper maintenance issues are excluded from this service.

May Recreation will evaluate any issues at no cost to the customer and a resolution applicable to the situation will be communicated and coordinated with the end user. Product performance issues are based upon individual manufacturer warranties and will be confirmed by the manufacturer. Product warranties are in effect from the date of installation. Regular maintenance of the product is required to maintain the manufacturer product warranty.

May Recreation takes great pride in servicing our products to ensure their safe use. Working with the end user to maintain our product's proper function is our commitment.

PROJECT NAME: Bryan ISD Shade & PIP

Project PO 9412400170

Amount of Project - \$479,181.00

Amount of Contingency - \$40,000.00

Contingency Used - \$26,750.00

Contingency Unused Balance - \$13,250.00

END USER: Bryan ISD

INSTALLATION COMPLETION DATE: 09/14/2024

WARRANTY EXPIRATION DATE: 09/14/2025

CUSTOMER SIGNATURE:

MAY RECREATION REPRESENTATIVE SIGNATURE: *Jeff Bigbie*

6. Consider Approval of Additional T-TESS Appraisers for the 2024-2025 School Year

ITEMS FOR DISCUSSION AND OR ACTION / REGULAR AGENDA

Business Services

1. Public Hearing on the Application of America's Foundry Texas LLC (Comptroller Application No: J0006) for Tax Incentive Agreement
2. Consider Application of America's Foundry Texas LLC (Comptroller Application No: J0006) for Tax Incentive Agreement and Board Declaration of Conditional Intent Pursuant to Government Code § 403.611(b)
3. Discuss and Consider Approval of Group Benefits Risk Pool Plan Design Changes, and Employee Medical Plan Premium Recommendations for 2025 45

Bryan ISD

Group Benefits Risk Pool

Discussions

September 23, 2024



Agenda

- Review plan performance 2023-24
- Benefits of continuing current plan
- Discuss possible changes to plan design, district contribution and premiums
- Review informational meetings and open enrollment schedules
 - And other opportunities for employees to gain information and ask questions

Plan Performance 2023-24

- High Cost Claimants - 8 claims reached over \$200,000 through August 2023 (last year was 4)
- 1 claim over the Stop Loss Limit of \$350,000 (last year was 1)
- Heavy usage again due to Free Standing Emergency Facilities
- Medical inflation continues to average 6-10% per year
- \$1.0M transferred from fund balance reserves to help cover shortfall
 - Equates to an additional \$385 per employee
 - Effectively increasing the district contribution from \$485 to approximately \$615 per month per employee for the prior fiscal year would help prevent future shortfalls

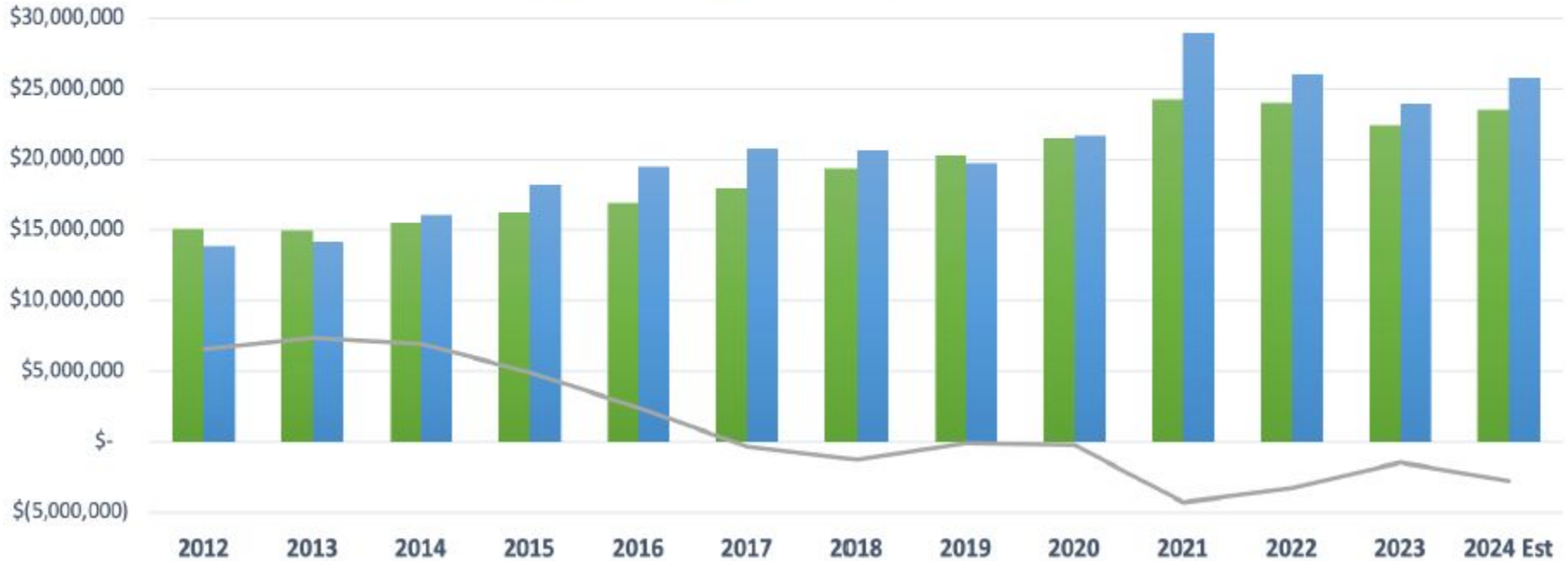
Free Standing Emergency Room (FSER)

- Free Standing Emergency Room Services
 - PPO Gold Plan - \$500 copay + 50% coinsurance of allowable amount.
 - HMO Blue Plan - \$500 copay + 70% coinsurance of allowable amount.
 - HDHP HSA Plan - \$0 after calendar year deductible.
- Examples of recent visits to a FSER in the last 6 months
 - Acute Upper Respiratory Infection (short-term infection to the nose or throat).
 - Urinary Tract Infection (very common bacterial infection that affects the urinary tract).
 - Epigastric Pain (discomfort/aching in the upper abdomen, mild cases go away in a few days).
 - Coronavirus (respiratory tract infection).
 - Dizziness (symptoms include lightheadedness and vertigo).
 - 936 primary and secondary codes submitted.
- Charges billed to medical plans in the last 3 years
 - Total billed = \$21.5 million with 4,603 claims submitted.
 - Slightly under \$4 million actually paid in claims
 - 29 different FSER locations utilized.
 - One location billed \$20.7 million with 4,492 claims submitted.

Plan Performance 2023-24

Group Benefits Revenue/Expense Comparison

Revenue Expenses Fund Balance



Benefits of Continuing the Plan

- Premiums lower than many other optional plans for the benefits offered (College Station ISD, Round Rock ISD, TRS, etc)
- Employee Health Center (included in employee's monthly premiums)
- Employee's will continue to benefit from the BCBSTX Onsite Representative, having access to benefit education, discuss benefit summaries and resolve any issues employees may be facing
- Flex Access Program - pharmacy opportunities savings
 - 2023 realized \$299,857 in total savings
- Teladoc Program - diabetes and hypertension management solutions
 - 230 currently taking advantage of this program

Proposed Plan Changes for 2025 Plan Year

- Increase district contribution \$30 per month per employee from \$485 to \$515 per month (MORE THAN DOUBLE WHAT TEA REQUIRES - \$225) 6% overall increase
- Combination of plan design changes, increased district contribution as well as alternative options for coverages and premiums
 - HMO plan - Change the copay from \$48 to \$25 for MDLive Virtual Visits
 - PPO plan - Change the copay from \$44 to \$25 for MDLive Virtual Visits
 - Lowering the copays will have zero impact on overall budget
 - Decrease Urgent Care copay from \$75 to \$25 copay for services
- Continue programs that help educate employees on the most/least cost effective methods/providers to use to help the plan prosper
- Consider premium changes to entice employees to enroll in most cost effective plans

Urgent Care Information

- Urgent Care Services 2024 Current Rates
 - PPO Gold Plan - \$75 copay.
 - HMO Blue Plan - \$75 copay.
 - HDHP HSA Plan - \$0 after calendar year deductible.

- Urgent Care 2025 Proposed Rates
 - Option #1 - Overall Projected Plan Changes Increase = \$60,938 (Recommended).
 - PPO Gold Plan - \$25 copay.
 - HMO Blue Plan - \$25 copay.
 - HDHP HSA Plan - \$0 after calendar year deductible.
 - Option #2 - Overall Projected Plan Changes Increase = \$93,403.
 - PPO Gold Plan - \$0 copay.
 - HMO Blue Plan - \$0 copay.
 - HDHP HSA Plan - \$0 after calendar year deductible.

2025 Proposed Coverages and Premiums

			BISD 6% Increase	Employee 3% Increase
PPO Gold	2024 District Contribution	2024 Employee Contribution	2025 District Contribution	2025 Employee Contribution
Employee Only	\$ 485.00	\$ 135.00	\$ 515.00	\$ 140.00
Employee + Spouse	\$ 485.00	\$ 630.00	\$ 515.00	\$ 649.00
Employee + Child(ren)	\$ 485.00	\$ 391.00	\$ 515.00	\$ 405.00
Employee + Family	\$ 485.00	\$ 726.00	\$ 515.00	\$ 745.00
HMO Blue				
Employee Only	\$ 485.00	\$ 125.00	\$ 515.00	\$ 125.00
Employee + Spouse	\$ 485.00	\$ 581.00	\$ 515.00	\$ 593.00
Employee + Child(ren)	\$ 485.00	\$ 363.00	\$ 515.00	\$ 379.00
Employee + Family	\$ 485.00	\$ 671.00	\$ 515.00	\$ 685.00
HDHP				
Employee Only	\$ 485.00	\$ 45.00	\$ 515.00	\$ 45.70
Employee + Spouse	\$ 485.00	\$ 404.00	\$ 515.00	\$ 415.00
Employee + Child(ren)	\$ 485.00	\$ 206.00	\$ 515.00	\$ 220.00
Employee + Family	\$ 485.00	\$ 491.00	\$ 515.00	\$ 515.00

BISD vs Other Employers Medical Cost Difference

Bryan ISD Proposed Rate Increase Cost

- Gold PPO Plan
 - Employee Only = \$2.50 per paycheck
 - Employee + Spouse = \$9.50 per paycheck
 - Employee + Child(ren) = \$7.00 per paycheck
 - Employee + Family = \$9.50 per paycheck
- HMO Plan
 - Employee Only = \$0.00 per paycheck
 - Employee + Spouse = \$6.00 per paycheck
 - Employee + Child(ren) = \$8.00 per paycheck
 - Employee + Family = \$7.00 per paycheck
- HDHP Plan
 - Employee Only = \$0.35 per paycheck
 - Employee + Spouse = \$5.50 per paycheck
 - Employee + Child(ren) = \$7.00 per paycheck
 - Employee + Family = \$12.00 per paycheck

Other Employer Medical Rate Cost Difference

- PPO Plan - College Station ISD (CSISD) + Round Rock ISD (RRISD)
 - Employee Only - CSISD = \$4.15 + RRISD = \$27.50 per paycheck
 - Employee + Spouse - CSISD = \$21.34 + RRISD = \$112.50 per paycheck
 - Employee + Child(ren) - CSISD = \$16.66 + RRISD = -\$37.00 per paycheck
 - Employee + Family - CSISD = \$36.96 + RRISD = \$68.50 per paycheck
- HMO Plan
 - Employee Only - CSISD = \$3.11 + RRISD = \$20.00 per paycheck
 - Employee + Spouse - CSISD = \$19.88 + RRISD = \$105.00 per paycheck
 - Employee + Child(ren) - CSISD = \$22.72 + RRISD = -\$56.50 per paycheck
 - Employee + Family - CSISD = \$42.01 + RRISD = -\$93.00 per paycheck
- HDHP Plan
 - Employee Only - CSISD = -\$1.90 + RRISD = \$15.00 per paycheck
 - Employee + Spouse - CSISD = \$12.90 + RRISD = \$102.00 per paycheck
 - Employee + Child(ren) - CSISD = \$25.38 + RRISD = -\$58.50 per paycheck
 - Employee + Family - CSISD = \$42.56 + RRISD = \$40.00 per paycheck

2024 Open Enrollment (Last Year)

- Employee Benefits Guide
 - Revised and Updated to be more aligned with the Benefits Dept. current standards.
- First Financial Group of America contracted in July 2023 for TPA services
 - Introduced a new Enrollment platform to staff during Open Enrollment.
 - Quoted all new supplemental benefits.
- TCG Administrators contracted in August 2023 for 403(b) TPA services
 - Already the TPA for our 457 plans.
 - Employees only have to call one number for 403(b) or 457 for enrollment and advice.
- 2024 Open Enrollment
 - October 31, 2023 - November 17, 2023.
- All new supplemental benefits were offered in 2024
 - Accident, Critical Illness, Cancer, Flexible Spending Accounts, Health Saving Accounts, Hospital Indemnity, Permanent Individual Life Insurance, Voluntary Life Insurance, and Identity Theft Protection plans.
- Bryan ISD increased the free Life Insurance amount for every full time employee to \$25,000
 - Previous years was \$20,000.
- Bryan ISD offers the Basic Identity Theft Protection plan for free to all employees who enrolled

2024 Open Enrollment (Last Year) Continued

Previous Employee Benefits Guide

Revised Employee Benefits Guide



2023 Employee Benefits Guide

Employee Benefits Office
801 South Ennis Street
Bryan, TX 77803
(979) 209-1092



Employee Benefits Guide

Bryan Independent School District



2024 Open Enrollment (Last Year) Continued

- Informational Campus Meetings Scheduled
 - Mixed results-All but 2 campuses were able to schedule meetings
 - One campus had every staff member in attendance
 - Rest of the campuses varied in attendance from many to just a few
 - Informational flyers highlighting all changes shared with staff during meetings.
 - 2024 Benefit Guides shared with staff during meetings (English + Spanish).
 - Posters printed and distributed to campuses with every campuses OE calendar listed.

- Open Enrollment Onsite Scheduled
 - Onsites scheduled at every campus.
 - FFGA enrollers (English + Spanish) available to staff.
 - TCG (403b + 457 retirement plans) enroller available to staff.
 - 1:1 meetings with every staff member who utilized FFGA & TCG enrollers.
 - Onsite schedules shared daily listing the campuses where the enrollment team will be.
 - Daily access reminders, flyers, and resources shared with employees to access their enrollment platform along with how to log into their accounts.
 - Last week of enrollment flyers shared with staff showing enrollment not started per campus.

2024 Open Enrollment (Last Year) Continued

Informational Meetings

Onsite Enrollment Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
October 2, 2023 Mitchell Elementary 3:30PM - 5:00PM Kennel Front Office	October 3, 2023 Jane Long Intermediate 10:30AM - 12:00PM Seminar Room Navarro Elementary 3:30PM - 5:00PM PLC Room	October 4, 2023 Jones Elementary 12:30PM - 2:00PM Library Ross Elementary 3:45PM - 5:15PM Cafe	October 5, 2023 Rudder High School 4:00PM - 5:30PM Library	October 6, 2023 Crockett Elementary 3:30PM - 5:00PM Conference Room
October 9, 2023 Kemp-Carver Elementary 10:40AM - 1:00PM Teacher Lunch Room Rayburn Intermediate 3:30PM - 5:00PM Library	October 10, 2023 CTEC 12:25PM - 2:00PM Becky Seale Building Sadberry Intermediate 4:00PM - 5:30PM Cafe	October 11, 2023 Henderson Elementary 7:30AM - 9:00AM - Library Bowen Elementary 10:45AM - 1:00PM - H2 Branch Elementary 4:00PM - 5:30PM - Art Room	October 12, 2023 CDC & CDC Print Shop 2:00PM - 3:30PM CDC Conference Room SFA Middle School 4:00PM - 5:00PM Library	October 13, 2023 Fannin Elementary 3:30PM - 5:00PM Cafe
October 16, 2023 Transportation 8:00AM - 10:00AM Bonham Gym	October 17, 2023 BISD Administration 2:30PM - 3:30PM Board Room	October 18, 2023 Auxiliary (Maintenance + Grounds) 7:00AM - 9:00AM Breakroom	October 19, 2023	October 20, 2023 Bryan ISD Closed
← Bryan ISD School Campuses Closed →				
October 23, 2023 Bryan Collegiate High School 4:00PM - 5:30PM Room 203	October 24, 2023 MC Harris + DAEP + SPED + JDC 3:30PM - 5:00PM Cafe @ MC Harris	October 25, 2023 Neal Elementary 3:30PM - 5:00PM Library	October 26, 2023 Johnson Elementary 3:30PM - 5:00PM Work Room	October 27, 2023
October 30, 2023 Davila Middle School 4:30PM - 5:30PM Cafe	October 31, 2023	November 1, 2023 Travis Bryan High School 1:30PM - 4:00PM #6117 Large Auditorium	QUESTIONS? MICHAEL STIRES Bryan ISD michael.stires@bryanisd.org 979-209-1133 MARESSA WERTH Blue Cross Blue Shield Bryan ISD maressa_werth@bcbsbx.com 979-209-1057 MONICA SAUSEDA Bryan ISD monica.sauseda@bryanisd.org 979-209-1092 JR CORNEJO First Financial Group of America Bryan ISD jr.cornejo@ffga.com 903-245-3883	

Monday	Tuesday	Wednesday	Thursday	Friday
October 30, 2023	October 31, 2023 Sadberry Intermediate Library Bryan Collegiate High School Room 203	November 1, 2023 Rudder High School Library Johnson Elementary Work Room	November 2, 2023 Rudder High School Library Ross Elementary Front Office Conference Room	November 3, 2023 Branch Elementary Room 25 Henderson Elementary Library
FIRST DAY OF OPEN ENROLLMENT				
November 6, 2023 MC Harris + DAEP + SPED + JDC Teacher Workroom @ MC Harris Bowen Elementary H2	November 7, 2023 Travis Bryan High School Library Jones Elementary Library SFA Middle School Library	November 8, 2023 Neal Elementary Library	November 9, 2023 CDC & CDC Print Shop CDC Conference Room Fannin Elementary Library CTEC Becky Seale Building	November 10, 2023 Travis Bryan High School Library Navarro Elementary PLC Room Davila Middle School Library
November 13, 2023 Crockett Elementary Conference Room Kemp-Carver Elementary Library Mitchell Elementary Kennel Front Office	November 14, 2023 Transportation Breakroom Bonham Elementary Teachers Lounge Auxiliary (Maintenance + Grounds) Breakroom	November 15, 2023 Jane Long Intermediate Seminar Room Rayburn Intermediate Library Technology Service Center Small Conference Room	November 16, 2023 Houston Elementary Room 16 BISD Administration Business Services 1317	November 17, 2023 BISD Administration Board Room 1157
				LAST DAY OF OPEN ENROLLMENT
November 20, 2023	November 21, 2023	November 22, 2023	November 23, 2023	November 24, 2023
← Bryan ISD Closed - Fall Break →				

2024 Open Enrollment (Last Year) Continued

Open Enrollment Informational Flyer



2024 OPEN ENROLLMENT OCTOBER 30 – NOVEMBER 17, 2023

Open enrollment is your once-a-year opportunity to sign up for benefits and update available coverage options. Protect your health and your finances with the available benefits Bryan ISD has to offer you.

Take some time now to review your options and choose the benefits that work best for you.

Unless you have a big change in your life such as getting married or having a child, open enrollment is your only chance this year to sign up for available benefits. Don't miss your opportunity!

QUESTIONS?

MICHAEL STIRES

Bryan ISD
michael.stires@bryanisd.org
979-209-1133

MONICA SAUSEDA

Bryan ISD
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MARESSA WERTH

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maressa_werth@bcbsbx.com
979-209-1057

JR CORNEJO

First Financial Group of America - Bryan ISD
jr.cornejo@ffga.com
903-245-3888

Benefits Portal

Bryan ISD switched benefit administrators over to First Financial Group of America. Employees will log in to FFEEnroll to make changes during Open Enrollment and if they experience a qualifying life event (QLE). Employees will no longer access Beacon to view their past benefits.

LATEST NEWS

We are excited to announce that Bryan ISD has all new supplemental benefit plans, see below for more information:

- **Accident Insurance**
 - No more bundled requirements - keep it separate
 - Members save on average \$4.95 a month
- **Critical Illness Insurance**
 - No more bundled requirements - keep it separate
 - Locked-in rates - Rates do not increase with age
- **Cancer Insurance**
 - Two options - Basic & Enhanced
 - Get paid for completing cancer screenings
- **Flexible Spending Accounts (FSA)**
 - Two options - Healthcare & Dependent Care
 - **Must re-enroll every year**
- **Health Savings Account (HSA)**
 - Two options - Employee & Employee + Dependents
 - **Must re-enroll every year**
- **Hospital Indemnity Insurance**
 - Two options - Low & High plans
 - No pre-existing condition clause
- **Permanent Individual Life Insurance**
 - Guaranteed for life
 - Take it with you if you leave the District
- **Voluntary Life Insurance**
 - Increased guaranteed issued amount = \$300,000
 - Pay less for more - Lower premiums & Higher benefits
- **Identity Theft Protection**
 - Three options - Basic + Plus + Premium
 - Basic is FREE for all eligible employees



2024 OPEN ENROLLMENT OCTOBER 30 – NOVEMBER 17, 2023

Bryan ISD is very unique and unlike many other school districts, which take health insurance from the Texas TRS plans. Bryan ISD's medical plans are self-insured and the Board of Trustees set the premiums and design the plans. This allows the district to keep the employee premiums significantly lower than most school districts in Texas, allowing you to keep more money in your pocket.

We strongly encourage each employee to review their medical plan elections and pick the plan that will best suit their needs.

QUESTIONS?

MICHAEL STIRES

Bryan ISD
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979-209-1133

MONICA SAUSEDA

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903-245-3888

Benefits Portal

Bryan ISD switched benefit administrators over to First Financial Group of America. Employees will log in to FFEEnroll to make changes during Open Enrollment and if they experience a qualifying life event (QLE). Employees will no longer access Beacon to view their past benefits.



Bryan ISD Board of Trustees has increased the district's contribution amount towards your medical plan to \$485 a month!

Medical Plan Monthly Premium Increase Update

- **PPO Gold**
 - Employee Only = \$135.00 (\$7.02 per paycheck)
 - Employee + Spouse = \$630.00 (\$8.82 per paycheck)
 - Employee + Child(ren) = \$391.00 (\$5.42 per paycheck)
 - Employee + Family = \$726.00 (\$10.38 per paycheck)
- **Blue HMO**
 - Employee Only = \$125.00 (\$6.50 per paycheck)
 - Employee + Spouse = \$581.00 (\$6.75 per paycheck)
 - Employee + Child(ren) = \$363.00 (\$5.50 per paycheck)
 - Employee + Family = \$671.00 (\$9.00 per paycheck)
- **HDHP HSA**
 - Employee Only = \$45.00 (\$2.89 per paycheck)
 - Employee + Spouse = \$404.00 (\$5.37 per paycheck)
 - Employee + Child(ren) = \$206.00 (\$2.83 per paycheck)
 - Employee + Family = \$491.00 (\$7.00 per paycheck)

Dental Plans - No changes to plans or premiums

Vision Plans - No changes to plans or premiums

For employees who may need assistance during their enrollment process, they may call the Benefits Department to schedule a one-on-one appointment. Check your campus calendars for your campus onsite date and if you have any questions concerning your insurance coverage, please contact the Benefits Department.

2024 Open Enrollment (Last Year) Continued

Daily Onsite Calendar



2024 OPEN ENROLLMENT
OCTOBER 30 – NOVEMBER 17, 2023

Tuesday, October 31, 2023
7:30AM - 4:30PM

Bryan Collegiate High School
Location: Room 203

Sadberry Intermediate
Location: Library - Storage Room



Scan Here to Access Benefits Portal

OPEN ENROLLMENT HAPPENING NOW!!

Enrollers will be at the campuses listed above to help employees get enrolled. Stop by today to get signed up for the new benefits available to you.

ACCOUNT LOGIN INFORMATION

Login: Your Employee ID or Social Security Number (no dashes)
PIN: Last four digits of your Social Security Number & the last two numbers of the year you were born (six numbers total)

Last Week OE Flyer



2024 OPEN ENROLLMENT
DEADLINE IS NOVEMBER 17, 2023

Get Enrolled Before it's to Late

This is the **LAST WEEK** to enroll and make changes to your benefits for the 2024 plan year. If you missed your campus onsite date, you can attend any campus that has enrollers present to enroll in benefits. Enrollers (including Spanish enrollers) will be present at the BISD Administration building on November 16th + 17th to help any employees get signed up.

EMPLOYEE BENEFIT PLANS LOCATIONS

<p>BRYAN ISD WEBSITE</p> <ul style="list-style-type: none"> District Departments Employee Benefits <ul style="list-style-type: none"> 2023 + 2024 	+	<p>BRYAN ISD TEAMCONNECT</p> <ul style="list-style-type: none"> My Files - TeamConnect Benefits <ul style="list-style-type: none"> 2023 + 2024 Plan Year
--	---	---

EMPLOYEE BENEFITS EXCLUSIONS & LIMITATIONS

Please reach out to the Benefits Department if you have any benefit plan summary questions or need more information regarding benefit plans exclusions and limitations.

Blue Cross Blue Shield
Maressa Werth
979-209-1057

Vision + Supplemental Benefits
JR Cornejo + Monica Sauseda
903-245-3889 + 979-209-1092

ACCOUNT LOGIN INFORMATION

Login: Your Employee ID or Social Security Number (no dashes)
PIN: Last four digits of your Social Security Number & the last two numbers of the year you were born (six numbers total)

Campus Enrollment Flyer



2024 OPEN ENROLLMENT
DEADLINE IS NOVEMBER 17, 2023

Enrollment Report by Campus - Not Started

Elementaries

- Bonham = 12
- Bowen = 10
- Branch = 14
- Crockett = 16
- Fannin = 12
- Mitchell = 17
- Henderson = 27
- Houston = 11
- Johnson = 13
- Jones = 23
- Kemp-Carver = 24
- Navarro = 16
- Neal = 18
- Ross = 24

Intermediates

- Jane Long = 41
 - Rayburn = 30
 - Sadberry = 17
- Middle Schools**
- Davila = 54
 - SFA = 56

High Schools

- Bryan Collegiate = 7
- MC Harris = 5
- Rudder = 62
- Travis Bryan High = 84

Other Departments

- Auxiliary = 6
- BISD Admin = 34
- CDC & Print Shop = 20
- CTEC = 1
- DAEP = 4
- Grounds & Maintenance = 2
- Milam SPED = 22
- Technology = 5
- Transportation = 51



BENEFITS WILL NOT AUTOMATICALLY RE-ENROLL FOR 2024

Please see above for the employees who have not started their Open Enrollment at your campus. Supervisors, if you need your employee's name at your campus we will be happy to share that with you to ensure enrollment. After November 17th, any employees who did not enroll in benefits for 2024 will have to wait until next year's Open Enrollment to sign up for benefits unless they experience a Qualifying Life Event (QLE).

Enrollers will be on campuses to help employees get enrolled. Stop by today to get signed up for the new benefits available to you.

Benefit Resources Happening Now

- **Benefits “Baby Shower”**
 - A Benefits “Baby Shower” is a one on one event that aims to educate soon-to-be mothers or fathers on how to utilize maternity services and create opportunities to address any questions related to their benefits.
 - 11 baby shower info session have been completed this fall semester.
- **Benefits Buzz Monthly Newsletter**
 - This newsletter is designed to keep staff informed, engaged, and serve as a comprehensive resource, delivering insights into our employee benefits programs, health and wellness initiatives, upcoming events, and much more.
 - First edition shared January 2024
- **Come and Go Benefit Sessions**
 - Onsite availability to answer any medical/dental insurance questions surrounding topics such as claims, referrals, coverage, finding care, etc.
 - 12 campuses are currently scheduled for fall semester.
- **Onsite Representatives available to staff**
 - Blue Cross Blue Shield of Texas - started June 2023
 - First Financial Group of America - started September 2024

Benefit Resources Happening Now

Baby Shower Checklist



Maternity Benefits Checklist

Baby's Name: _____
 Due Date: _____
 Boy or Girl

Medical Benefit Checklist

- Maternity Coverage & Global billing
 PPO Gold Blue HMO HDHP HSA Other Plan
- Maternity Provider Finder
 Found a OBCYN? Who: _____
- Breast Feeding Support & Equipment
- Ovia/Pregnancy/Parenting & Coaching
- Well OnTarget
- High Risk Pregnancy Maternity Management

Auxiliary Benefit Checklist

- Disability Insurance - The Standard
 Contacted Benefits to file a claim?
Benefit waiting Period: _____
- Hospital Indemnity Insurance - Aetna
 Contacted Benefits to file a claim?
Low Plan High Plan
- FSA Dependent Care - FFGA
- Employee Assistance Program (EAP) - Deer Oaks
- Leave of Absence/FMLA/TDL - Bryan ISD
 Contacted HR to apply?
- Qualifying Life Events (QLE) - Bryan ISD
 Contacted Benefits to file a QLE?
 Dependent Documents submitted to Benefits**

Have Questions?

Employee Benefit Plans

SCAN ME

Baby Shower Presentation

QLE Tracker

Date of Birth →

Day 31

- ** BISD will require a copy of the following documents:
- Birth Verification
 - Birth Certificate
 - Dependent Social Security Card

Monthly Benefits Newsletter

BENEFITS BUZZ

SEPTEMBER 2024

BENEFITS DEPARTMENT

IN THIS ARTICLE:

- DEPENDENT ELIGIBILITY AUDIT
- NEW HIRES - IMPORTANT REMINDERS
- NATIONAL SUICIDE PREVENTION AWARENESS MONTH
- OPEN ENROLLMENT
- EHC - CLINIC POLICY UPDATE
- BAYLOR SCOTT & WHITE
- YOGA BENEFITS
- WELLNESS FEE WAIVER
- TAKE A STEP IN THE RIGHT DIRECTION
- 3 RETIREMENT PLANNING TIPS FOR A SECURE FUTURE

ACTION REQUIRED

Dependent Eligibility Audit

As part of Bryan ISD ongoing efforts to control costs and to keep our enrollment records up to date, we have partnered with BMI Audit Services to conduct dependent eligibility verification.

If you have dependents enrolled in Bryan ISD health benefits plans, your action is **required**. Failure to respond could result in a *loss of coverage*.

Be on the lookout for more information coming from BMI Audit Services. Communications will include detailed instructions for completing your requirement.

New Hires - Important Reminders

Remember you have recently experienced a Qualifying Life Event (QLE) and you only have **31 days** to make your elections to enroll into Bryan ISD benefit plans. You only have **45 days** from your effective date to provide supporting documentation. If you fail to provide the documentation within the time allotted then your spouse and/or dependents will automatically be removed from any benefits with Bryan ISD.

Bryan ISD offers all benefit-eligible employees a \$25,000 Basic Life and Accidental Death & Dismemberment (AD&D) policy at no cost to you! If you decline to enroll into benefits you still must log in and provide beneficiary information for this FREE benefit. Bryan ISD also offers an Employee Assistance Program and the Basic Identity Theft Protection at no cost to you.

Remember, that once your enrollment window closes, your next opportunity to make benefit elections is during the Open Enrollment period, unless you have a QLE during the plan year. Click [HERE](#) for details of the benefits plans and how to enroll.

Toladoc Health Newsletter
[Click HERE to read the latest edition](#)

Deer Oaks EAP Newsletter
[Click HERE to read the latest edition](#)

IN-NETWORK URGENT CARE FACILITIES

AAROSTI
HEALTH SERVICES

MDLIVE
SCHEDULE YOUR APPOINTMENT

Come & Go Benefit Handout

My Medical and Dental Coverage

My Medical Plan:

PPO Gold Blue HMO HDHP

My Dental Plan:

Platinum Gold Silver

Do I have a Primary Care Provider (PCP)?

Yes No Who: _____

Do I need a Referral? Yes No

Planned procedures or screenings?

Schedule Procedures: _____

Schedule Screenings: _____

Wellness Screenings*: _____

*Enrolled into Supplemental Benefits? Contact the Benefits Dept. to see if your Wellness Screening qualifies for payable benefits.

Scheduled Vaccinations: _____

Do I have a Primary Dental Provider (PDP)?

Yes No Who: _____

Do I need a Referral? Yes No

Planned procedures or screenings?

Schedule Procedures: _____

Schedule Cleanings: _____

Have I shopped my care?

Yes No

You can shop and earn cash rewards for procedures and services when you shop in-network for procedures or screenings.

www.bcbstx.com


Customer Service	1-800-521-2227	On the back of your Blue Cross
Preauth-Medical	1-800-441-9188	Blue Shield of Texas (BCBSTX)
Preauth-MH/CD	1-800-528-7264	medical card lists out contact
Blue Card Access	1-800-810-2583	numbers for you to access 24/7
Provider Service	1-800-451-0287	for any care you need.
MD Live	1-888-680-8646	

Questions?


Maressa Werth
 Blue Cross BlueShield of Texas
Onsite Rep for Bryan ISD
 801 S. Ennis St.
 Bryan, TX 77803
 Direct: 979-209-1057
 Office: 512-795-5998
maressa.werth@bryanisd.org

Benefit Resources Happening Now

Benefits Plan Hub Flyer




BENEFITS PLAN HUB




Medical & Prescription Plans
Medical insurance helps pay for services covered by your plan, like doctor's fees, hospital bills, tests, and medicine.

- PPO Gold Plan
- HMO Blue Plan
- HDHP Plan




Dental Plans
Dental insurance helps pay for the cost of visits to a dentist for basic, major, or preventive care services.

- Platinum Plan
- Gold Plan
- Silver Plan




Vision Plans
Vision insurance helps pay for routine eye care expenses like exams, contact lenses, frames and more.


- High Plan
- Low Plan




Accident Insurance
Accident coverage can pay benefits for an on- or off-the-job accident, plus some benefits correspond with medical care.



Critical Illness Insurance
Critical illness coverage can pay benefits for non-medical, critical illness-related expenses your medical plan might not cover.




Cancer Insurance
Supplementing your medical insurance with cancer insurance may help you fill gaps that might not be covered under your medical plan.




Disability Insurance
Disability coverage replaces a portion of your income for the time you are unable to work due to those reasons.


- Maternity is covered the same as illness.




Flexible Spending Account (FSA)
FSAs allow you to set aside a portion of your salary, before taxes, to pay for qualified medical or dependent care expenses or dependent care expenses. Use-it-or-lose-it rule.




Health Savings Account (HSA)
HSAs work in conjunction with a qualified High Deductible Health Plan (HDHP) to combine tax-free savings earmarked for qualified medical expenses.




Hospital Indemnity Insurance
Hospital indemnity coverage pays a benefit directly to you for hospital-related events, regardless of your treatment costs or other insurance coverage you may have.




PURELIFE-Plus Life Insurance
This permanent universal life insurance helps protect you and your family if something happened to you by paying a cash benefit to your family upon your death.




Group Life Insurance
Group life insurance premiums are typically lower, so it's more affordable to gain the peace of mind that life insurance provides.



Identity Theft Protection
Identity Theft Protection provides credit monitoring to safeguard your finances, credit, and good name. Get up to \$1 million dollars in coverage.




403(b) & 457 Retirement Plans
Public school employees have the option to enter into a tax-deferred 403(b) or 457 retirement plan. Enrollment into these plans can be done anytime during the year.




Teacher Retirement System (TRS)
TRS is a mandatory retirement plan for all employees employed for at least 1/2 month. Employees are unable to opt-out of TRS contributions.



Employee Assistance Program (EAP)
EAP is a problem-solving resource available to you and your household members. Visit www.creoskoop.com. Use Login/Password = bryisd




Employee Health Center (EHC)
If you're enrolled in the PPO Gold, Blue HMO, or the HDHP medical plans you and eligible dependents can visit the EHC for a \$0 co-pay.




Employer Paid Life Insurance
Bryan ISD provides life insurance for all full-time employees. The cost of this policy is paid for 100% by the District. This is a term life policy that is effective while you're employed by Bryan ISD.

Scan the QR Code to access Benefits Plan Documents



Scan the QR Code to access the Benefits Portal and Enroll into Benefits



ACCOUNT LOGIN INFORMATION

Login: Your Employment ID or Social Security Number (no dashes)
PIN: Last four digits of your Social Security Number & the last two numbers of the zip you were born in (no numbers used)

Where to Go for Care Flyer



Where to Go for Care



HEALTHCARE

IN-NETWORK URGENT CARE

Urgent Care Facility	Address	Date and Time	Phone #
Integrity Urgent Care - Physicians Center	2201 University Dr., 8:00 AM - 8:00 PM	Mon-Sat, 8am-8pm Sun, 10am-6pm	979-703-1932
Integrity Urgent Care - Century Square	1208 University Dr., College Station, TX	Mon-Sun, 8am-8pm	979-324-1494
Integrity Urgent Care - James Crossing	11459 Farm to Market Rd 1914 Mile 305, College Station, TX	Mon-Sat, 8am-8pm Sun, 10am-6pm	979-265-1486
Appaland Urgent Care	11025 Farm to Market Rd 2124, Collier Station, TX	Mon-Sat, 8am-8pm	979-661-6510
Baylor Scott & White Government Care	1700 University Dr., Second Floor, Deans S. Bldg., College Station, TX	Mon-Sat, 8am-7:30pm Sun, 10am-6pm	979-207-3939

IN-NETWORK EMERGENCY ROOMS

- Baylor Scott & White Medical Center
- St. Joseph Hospital (2 locations)
- Caprock Hospital



Urgent Care Map

*These Urgent Care's take all BCCG plans offered by BCCG. Other Urgent Care's in this area may take your specific plan.

*Reminders: Urgent Care and Free Standing ER's are NOT the same!



Take control of your health when, where, and how it best works for you day or night, from home, at work, or on the go. Speak with a doctor for help with minor acute conditions or get prescriptions sent to your local pharmacy. MD LIVE is a great option for quick and efficient care when your Primary clinics are full and may cost less than your average Co-pay.

Call MDLIVE at **888-680-8646**
Text **BCBSTX** to **635483** (MDLIVE's online assistant Sophie will help you activate your account).




Download on the App Store

GET IT ON Google Play

Maressa Werth
Baylor Scott & White Medical Center of Texas
Onsite Rep for Bryan ISD
801 S. Ennis St.
Bryan, TX 77803
Direct: 979-209-1057
Office: 512-795-5998
maressa_werth@bcbsbcm.com


Flu Shot Clinics Flyer



FREE FLU SHOT CLINICS

FREE FOR ALL BRYAN ISD EMPLOYEES

SCAN OR CLICK THIS CODE TO SIGN UP AND GUARANTEE YOUR SHOT



OCTOBER 10, 2024
FROM 12:00PM - 4:00PM
RUDY HALIBURTON
AUXILIARY COMPLEX ROOM C105

OCTOBER 14, 2024
FROM 1:00PM - 4:30PM
BRYAN HIGH SILVER CAFETERIA 1100

OCTOBER 15, 2024
FROM 7:30AM - 12:00PM
SADBERRY INTERMEDIATE LIBRARY

PROTECT YOURSELF & OUR STUDENTS

Benefit Resources Happening Now

During Summer Fridge Flyer

During Summer, REMEMBER

Go Digital and have access at your fingertips!

- Text BCBSTXAPP to 33633 for a link
- Open the BCBSTX App and go to settings

IN-Network Urgent Care Clinics Available Year Round

Locate the B/CS Urgent Care Map Here!

Reminder:

- Urgent Care Clinics and Free Standing ER's are NOT the same thing.
- Free Standing ER's have a costly difference.

Employee Benefits

Bryan ISD Employee Benefits Team will be available for all questions:

Monday - Thursday
Summer Schedule (June & July)

Access the Employee Benefit Center:

Michael Stires BISD 979-209-1133	Monica Sauseda BISD 979-209-1092
Maressa Warth BCES 979-209-1037	Dominick Zucconi TCG 210-900-9322
JR Cornejo FFGA 903-245-3889	

CITY OF BRYAN/BISD EMPLOYEE HEALTH CENTER

2308 E. Villa Maria, Suite 100
Bryan, Tx 77802
Phone: 979-821-7690

Call today to schedule your appointment (no walk-ins allowed).

OPEN

MDLIVE

You may want to have a virtual visit:

- Instead of going to an Urgent Care or ER for non-emergency visits
- If your doctor is booked
- While at home, vacation, or on-the-go

MD

App Store | Google Play

Teladoc HEALTH | **BENEFITS BUZZ** | **TCG ADMINISTRATORS** | **AIRROSTY** | **vAetna** | **FFGA** | **theStandard**

403(b) & 457 Retirement Flyer

ATTENTION PLEASE

TCG ADMINISTRATORS

403(b) & 457 Voluntary Retirement Plans

Bryan ISD Endorses TCG Administrators for 403(b) and 457 Voluntary Retirement Plans.

Bryan ISD endorses only TCG Administrators for the district's 403(b) and 457 Voluntary Retirement Plans.

Please note that any retirement communication received that is not from TCG Administrators is not from a district-approved vendor.

For any inquiries or assistance regarding the 403(b) and 457 Voluntary Retirement Plans, please contact Dominick Zucconi, the Bryan ISD point of contact.

Thank you for your attention to this matter.

Bryan Independent School District - Benefits Department



Schedule a TeleWealth Meeting
www.tcgservices.com/Dzucconi
 For extended hours or weekends, please email dzucconi@tcgservices.com or call 210-900-9322



Employee Health Center Flyer

CITY OF BRYAN/BISD EMPLOYEE HEALTH CENTER

2308 E. Villa Maria, Suite 100
Bryan, Tx 77802

Phone: 979-821-7690 Fax: 979-821-7691

Monday - Thursday: 7:30am - 5:30pm (closed during the Noon hour)*
Friday: 7:30am - 3:00pm (open during the Noon hour)*
Saturday: 8:00am - 12:00pm (minor acute illnesses only-telehealth for appt.)*
 *Call to schedule appointments

Saturday Clinic is open September-April during peak season

The City of Bryan/BISD Employee Health Center is committed to providing comprehensive, patient-centered healthcare to you and your family. The care team may be comprised of providers, nurses, medical assistants, and office associates. The care team will work to coordinate your care across multiple settings, including medical care, other specialties, urgent care, and emergency medicine. Below are a few of the services offered:

- Medical examinations
- Minor medical treatment
- Vaccine administration
- Wellness consultations
- Chronic disease management
- Sports physicals
- Allergy injection administration
- Behavioral health services**

**Limited to 6 FREE sessions a year, members enrolled in the HMO plan are not eligible to receive benefits.

Health Center Quick Facts:

- No copay is required for a clinic visit.
- Children 2 years of age and up can be seen for acute illnesses only.
- Patients must be enrolled in the Bryan ISD medical plan and coverage must be effective.

Bryan ISD Employee Benefits Contacts:

Michael Stires 979-209-1133 michael.stires@bryanisd.org	Monica Sauseda 979-209-1092 monica.sauseda@bryanisd.org
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Don't forget! It's included in your health premiums!

Benefit Resources Continued

- Flu Shot Clinics
 - Employees of Bryan ISD are able to receive a flu shot for free at one of the four locations scheduled this semester.
 - 9/30/24 Admin Bldg., 10/10/24 Haliburton, 10/14/24 Bryan High, 10/15/24 Sadberry Inter.
- 2025 Open Enrollment
 - November 4th - November 22nd enroll ends at midnight.
- Proposed Open Enrollment Informational Meetings

Bryan ISD Open Enrollment Meetings											
Presentation Date			Presentation Date							Presentation Date	Presentation Date
10/29/2024	Travis Bryan High School (1st Day) (Spanish)	305									
10/30/2024	Rudder High School (1st Day) (Spanish)	225									
11/4/2024	Transportation & Auxiliary (M&G) (Spanish)	168/ 63									
11/5/2024	Technology Service Center	36	11/5/2024	Career & Technical Education Complex (CTEC)	9	11/5/2024	MC Harris HS + DAEP + Special Ed + JDC	60	11/5/2024	Sadberry Intermediate	42
11/6/2024	CDC & CDC Print Shop (Spanish)	52	11/6/2024	Henderson Elementary	71	11/6/2024	Houston Elementary	56			
11/7/2024	SFA Middle School	144	11/7/2024	Johnson Elementary	49						
11/8/2024	Rayburn Intermediate	128	11/8/2024	Mitchell Elementary	54						
11/11/2024	Jane Long Intermediate	127	11/11/2024	Branch Elementary	61						
11/12/2024	Davila Middle School	142	11/12/2024	Navarro Elementary	55						
11/13/2024	Kemp-Carver Elementary	93	11/13/2024	Fannin Elementary	56	11/13/2024	Bonham Elementary	69			
11/14/2024	Ross Elementary	68	11/14/2024	Crockett Elementary	58	11/14/2024	Neal Elementary	66			
11/15/2024	BISD Administration (1st Day)	167	11/15/2024	Jones Elementary	95						
			11/18/2024	Bowen Elementary	61						

Benefit Resources Continued

- Proposed Open Enrollment Onsite Schedule

Bryan ISD Open Enrollment Onsite Schedule

Agents Needed for the Week	Date	Campus	# of EE	# of Agents	Campus	# of EE	# of Agents	Campus	# of EE	# of Agents	Campus	# of EE	# of Agents
4	11/4/2024	Travis Bryan High School (1st Day) (Spanish)	305	4									
4	11/5/2024	Travis Bryan High School (2nd Day)	305	4									
4	11/6/2024	Rudder High School (1st Day) (Spanish)	225	4									
4	11/7/2024	Rudder High School (2nd Day)	225	3	Bryan Collegiate High School	39	1						
4	11/8/2024	Transportation & Auxiliary (M&G) (Spanish)	168/ 63	4									
5	11/11/2024	Technology Service Center	36	1	Career & Technical Education Complex (CTEC)	9	1	MC Harris HS + DAEP + Special Ed + JDC	60	2	Sadberry Intermediate	42	1
5	11/12/2024	CDC & CDC Print Shop (Spanish)	52	2	Henderson Elementary	71	2	Houston Elementary	56	1			
5	11/13/2024	SFA Middle School	144	3	Johnson Elementary	49	2						
5	11/14/2024	Rayburn Intermediate	128	3	Mitchell Elementary	54	2						
5	11/15/2024	Jane Long Intermediate	127	3	Branch Elementary	61	2						
5	11/18/2024	Davila Middle School	142	3	Navarro Elementary	55	2						
5	11/19/2024	Kemp-Carver Elementary	93	2	Fannin Elementary	56	1	Bonham Elementary	69	2			
5	11/20/2024	Ross Elementary	68	2	Crockett Elementary	58	1	Neal Elementary	66	2			
5	11/21/2024	BISD Administration (1st Day)	167	3	Jones Elementary	95	2						
5	11/22/2024	BISD Administration (2nd Day)	167	3	Bowen Elementary	61	2						

- Medicare Enrollment

- Help staff members who are Medicare eligible with understanding how Medicare works and all the different types of plans that are available to them. Provide resources with where to go to sign up and enroll, including enrollment into Part D.

Teaching and Learning

1. Public Hearing for End of Course (EOC) Acceleration

68

Accelerated Instruction Public Hearing



September 23, 2024

EHBC (Legal)



A district shall provide accelerated instruction to an enrolled student who has taken an end-of-course (EOC) assessment instrument and has not performed satisfactorily or who is at risk of dropping out of school.



A district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation.



A district that is required to provide accelerated instruction must separately budget sufficient funds for that purpose.



A district shall evaluate the effectiveness of accelerated instruction programs and annually hold a public hearing to consider the results.

Summer Programs



Special Programs

Pre-K and K Bilingual
K-12 Migrant
K-12+ Special Education
Extended School Year



K-8

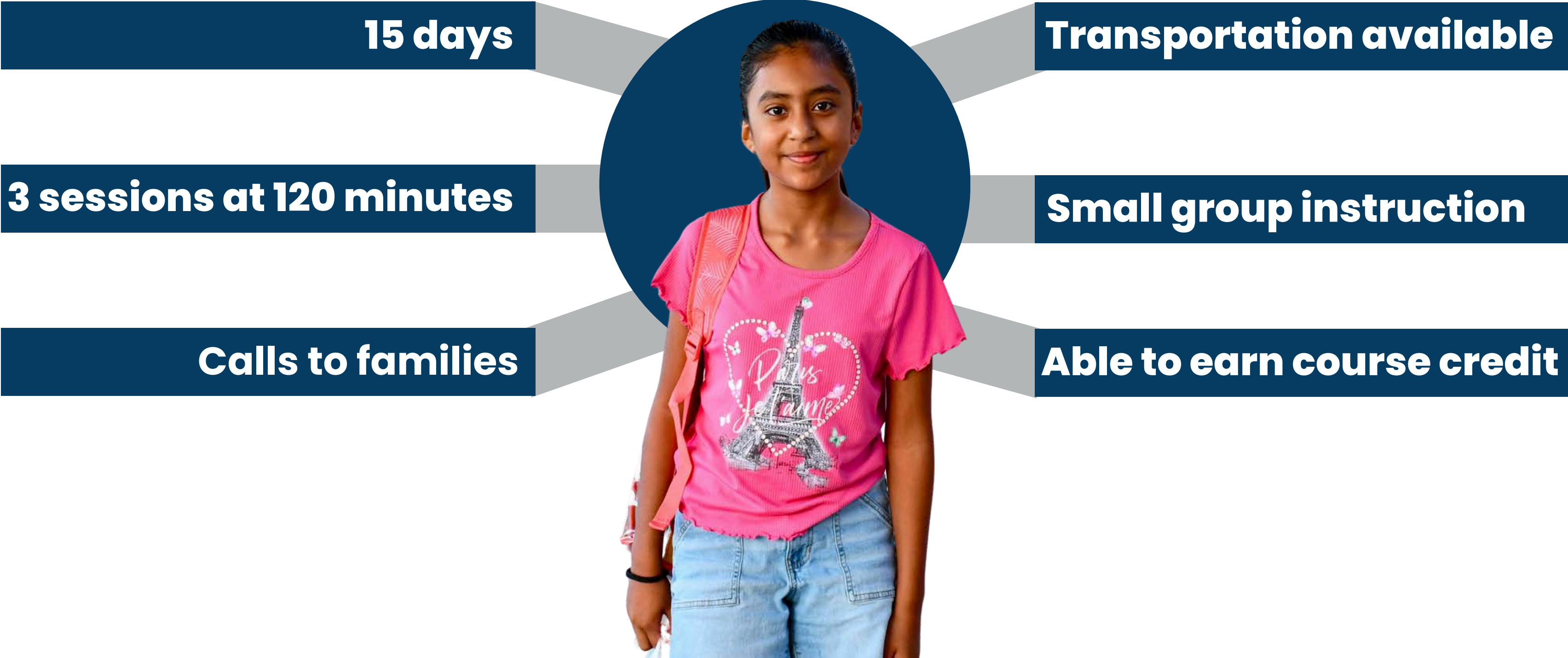
General Summer School



High School

Credit Recovery
Credit Advancement
End-of-Course Test Acceleration

Overview of Summer High School Acceleration



Accelerated Instruction Budget



Teachers	\$106,500
Support Staff	\$ 2,700
Administration	\$ 4,260
Supplies	\$ 370
Transportation	\$ 6,495
<hr/>	
TOTAL	\$120,325

EOC Acceleration Results

Summer 2024

Biology

Students: 57
District Average: 33%
State Average: 32%
Scale Score Change: +178



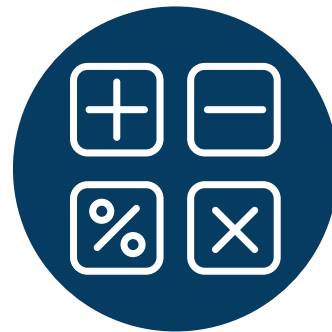
U.S. History

Students: 21
District Average: 33%
State Average: 40%
Scale Score Change: +196



Algebra I

Students: 133
District Average: 29%
State Average: 31%
Scale Score Change: +95



English I

Students: 190
District Average: 38%
State Average: 32%
Scale Score Change: +170



English II

Students: 101
District Average: 37%
State Average: 33%
Scale Score Change: +117



627 students
attended

Accelerated Instruction



Summer School

High school students have the opportunity to attend up to three sessions of acceleration based on individualized needs.



Regular School Year

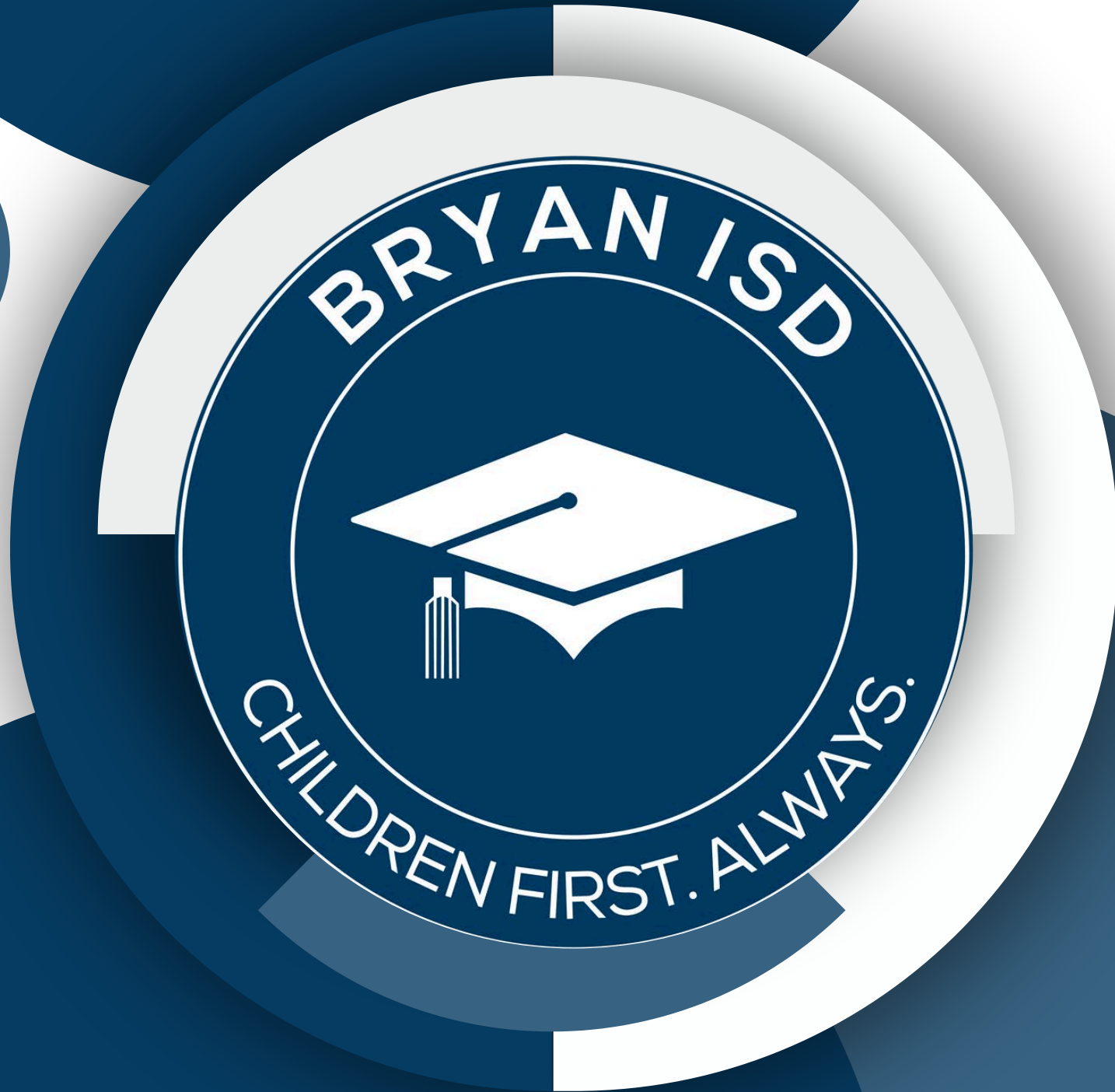
High school students are enrolled in intervention courses designed to address challenge areas identified on the STAAR end-of-course exams.

Capitalizing on Momentum

- Partnering with Parents
- Intervention Courses
- Tutoring



Questions



School Leadership

1. Consider Approval of the Campus Improvement Plans for the 2024-2025 School Year

78



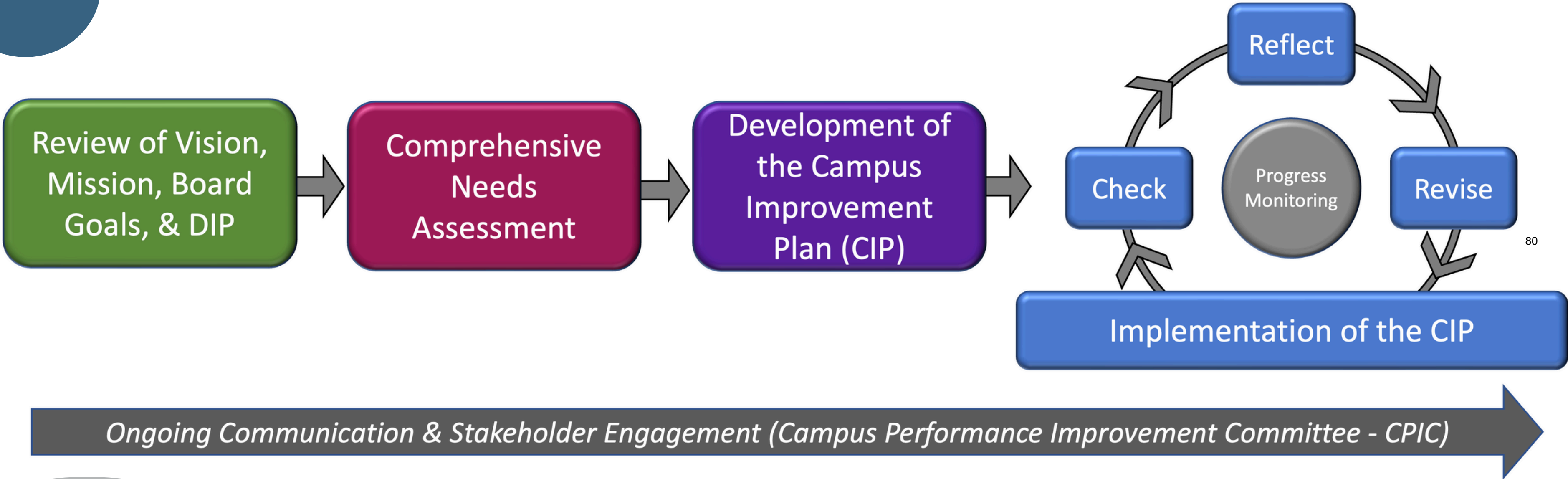
Campus Improvement Planning Process

September 23, 2024

Alignment of Plans



The Process



Supporting Individual Students

Tier 1 Instruction

There is a focus on behavior and academic engagement to provide students quality Tier 1 instruction.



Data

Data will be utilized in progress monitoring to focus on individual student performance.



Goal Setting

Data views have been created allowing teachers to easily monitor student progress on STAAR performance levels.



Intervention

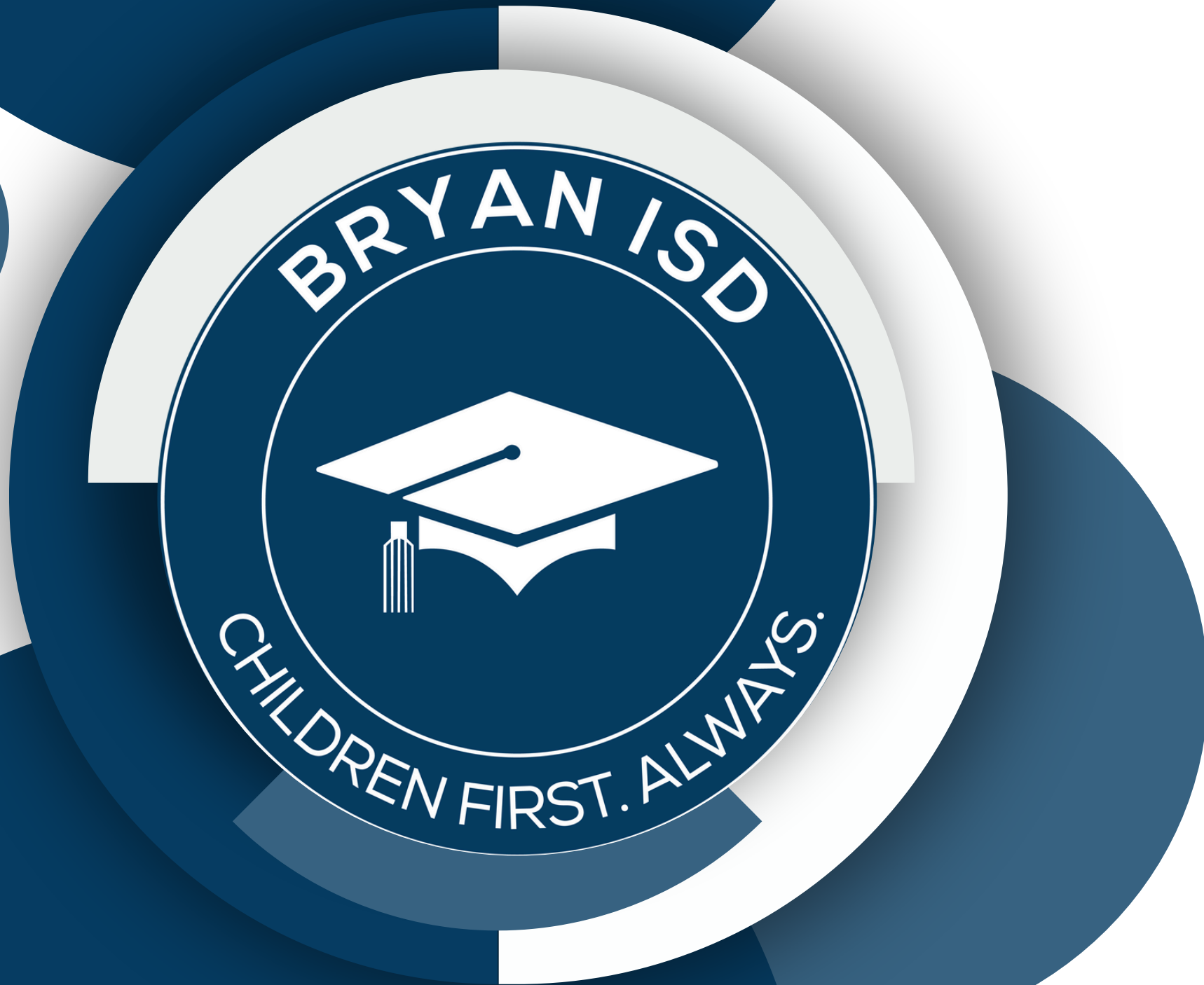
Designated time is included in student schedules for intervention/enrichment. Adaptive Instructional technology is provided to personalize instruction with programs such as MyPath, Read 180 and Imagine Math.



Shared Ownership & Support

- C&I Support Walks
- Foundations Trend Data Walks
- Campus Support Team
 - Purpose: to partner with campus administration by focusing on student achievement and school climate/culture. This team's role is to provide service and support in these areas.
 - A dedicated team of district staff from teaching and learning and school leadership to provide on-campus support.
 - Review of data and campus needs; streamline support efforts and schedules
 - Classroom walks for learning; identify campus strengths and needs to support student achievement
 - Review campus improvement plan progress; adjustments as needed





Campus Improvement Planning Process

September 23, 2024

Bryan Independent School District
Bonham Elementary School
2024-2025 Campus Improvement Plan



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 2024, the Bonham CNA committee met on May 9 and May 13, 2024 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, parents, SPED staff, 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 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.

Strengths:

- Diverse student population
- High family engagement at all events
- Discipline incidents down by 75%
- Effective implementation of Safe and Civil School and Foundations team

Needs:

- Our attendance was a 95.46%.
- 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

- Pebble Go and Accelerated Reader to promote and encourage and support literacy.
- Attendance incentives for students, staff, and families such as treats, snacks, and lunches every 6 weeks.

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.

Title 1 Element 1

Demographics

Demographics Summary

Demographics Summary

Bonham Elementary School is an elementary 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.

For the 2023-2024, Bonham Elementary School is a Pre-K thru 4th Title 1 Campus that sits North of Bryan. Bonham Elementary offers 6 programs: Pre-Kindergarten, General, Bilingual Education, SAILS (Lifeskills) and BEST (Behavior, Emotional Support Team). Bonham Elementary is composed of 563 students, which is up from 535 students last year. Of those students, 69.39% are Hispanic, 16% are White (86), 9.52% are African-American (54), and 2.13% are multi-racial (12). Approximately 40% (226) of our students are Emergent Bilingual and of those 226 (40.43%), 5 are migrant students. 68% of our students qualify for free lunch (363), 2.4% qualify for reduced lunch (14) and 82.5% (481) are economically disadvantaged and 76.68% of our students are at-risk (411). Bonham is a diverse campus, where our demographics continue to change and evolve with our growing community. We now serve 123 Special Education students which is an increase from 108. We serve 9-504 students, 22-GT students, and 1 foster care student and 12 of our students qualify as homeless. Last year we had 32 students that qualified for dyslexia services and this year the numabe increase to 47.

There are 35 total teachers at Bonham. Of that number, 4% are African American, 51% are White, and 43% are Hispanic. The average 89 experience of our teachers is 10-15 years which is about the same from last year's average.

Demographics Strengths

- Diverse student population
- Supportive families that attend parent engagement activities
- Average teacher experience is 10-15+ years
- 44% of students have been referred to Multi-Tiered Support System meetings.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 76.68% of Bonham students are identified as at-risk. **Root Cause:** Most staff are not prepared, or have the experience, tools or background to meet the academic, behavior, social, and emotional gaps to best meet the needs of the students.

Student Learning

Student Learning Summary

For 2024, based on district calculations, Bonham Elementary had an overall Domain Rating of a C, however results have not been officially released. For 2023, Bonham Elementary had an overall Domain Rating of C. The Student Achievement Rating was C, the School Progress Rating was B, and the Closing the Gaps Rating was C.

There were no Distinction Designations due to accountability ratings not being released this year.

STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from previous years cannot be made.

Students performed at or above the state average at Meets Grade level for the following grades/subjects: 4th Grade Math

0.7% of Emergent Bilingual students taking online TELPAS in grades 2nd-4th reached a composite score of Advanced High.

As we reviewed students academic performance, the following strengths and weaknesses were identified:

In an effort to meet the needs of students at-risk of falling behind and not showing projected growth on MAP, CIRCLE and STAAR, we have academic interventionists and instructional coaches that provide support, assistance, push-in and pull out interventions

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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 can effectively gather, analyze, and utilize the data.

Student Learning Strengths

- Tutors, and instructional assistants pushed into support interventions for targeted instruction
- MAP Reading- 2nd & 4th had 39-40% of students score in 80%ile
- Kinder had 28% show growth in Math MAP
- Over ½ of Kinder on MAP showed 56%ile growth
- 74.2% of Emergent Bilinguals met the standard on STAAR 2024 Math 3rd grade, now in 4th
- Above state average STAAR Math 4th grade
- Goal setting and tracking progress

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 2024 STAAR Reading and Math below state average for approached, meets and masters. **Root Cause:** Teachers do not know how to or lack training in differentiating instruction.

Problem Statement 2: Students are not reaching projected growth from the beginning of the year on MAP to the end of the year. **Root Cause:** Teachers do not know how to reach the varying needs, and levels and motivate students so that they perform and show the expected growth

School Processes & Programs

School Processes & Programs Summary

Practices in staff recruitment, hiring, and placement: Hiring committee consists of administrators, counselor, instructional coaches, and one to two teachers. Applications are reviewed and candidates with good references are called in to be interviewed and the decision is based on committee decisions. Teaching assignments have been a priority and have helped establish higher academic success.

The master schedule includes 50-minute “specials time” for teacher conference time. Grade levels have 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 and this is done during an additional PLC time that K-4th grades have. The master schedule includes a 40-minute intervention time called, “Buc Block” where interventions with teachers and tutors, Speech, GT pull out, and Resource time all take place during this time. Also, lesson plans include intervention plans that include skills and activities to be addressed along with student names. 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 used solely as a PLC time. Grade levels are planned collaboratively to design aligned, rigorous, and engaging lessons that will impact student achievement. Data analysis, data talks take place after the MAP online assessments including filling out progress charts that provide teachers with skills and grouping information. The same is done for concept quizzes, DBA's and the Spring Benchmark. 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. Teachers have a voice at Bonham and are provided the opportunity to provide input on improving student achievement during data analysis, data discussions and progress monitoring as well as when data is shared with the campus during faculty 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 are added to the rotations. 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 use the program, "Keyboarding without Tears" and keyboarding skills to support with online testing of DBAs, benchmarks, STAAR ELA/R and TELPAS.

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 also 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 the 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.

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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. Walk-through, testing, CHAMPS walk, curriculum and bilingual walks data and leadership meetings help determine the professional development needs.

We have an effective Multi-Tiered Support System (MTSS). 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, behavioral, social and emotional. Over 250 MTSS meetings have been held this year.

Bonham began its first year with the BEST (Behavior, Emotional, Social Team) serves as a behavior support team for past SOAR and PASS students as well as bringing in the FLEX students who are on the spectrum for autism and served students zoned for Bonham. The students are placed in the general education setting except for one student that was self contained and provided the social, emotional, and behavioral support through the BEST program. We opened up a second self-contained SAILS unit for Special education students who are diagnosed with specific intellectual disabilities, cerebral palsy, and other disabilities that require assistance. Special Programs at Bonham include Pre-K, Bilingual, BEST, and SAILS.

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 who plan prepare and facilitate the meetings as well as attend meetings and trainings throughout the year as well as many check-ins with mentor and mentee.

Bonham continues to have Safe and Civil School in place with a solid Foundations team that has worked hard to implement a dismissal and restroom policy. Bonham's Guidelines for Success of SAIL is used consistently in and out of the classrooms as that is our campus-wide expectations for how we engage and interact and follow school-wide expectations for behavior and expectations.

Program	2023-2024 Participation Rates
SPED	19.68%
ESL	1.08%
EB	38.27%
Eco Dis	82.49%
GT	2.89%
Dyslexia	6.32%
Section 504	1.81%

School Processes & Programs Strengths

- Strong mentor program "Newbies on the Block"
- Buc Block built-in intervention time
- Extra PLC time provided for teachers grades K-4.

- Effective implementation of Foundations-Safe and Civil Schools for 2nd year.
- Effective guidance classes in K-4 classrooms

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Attendance for 2023-2024 is 95.46% **Root Cause:** Incidents and referrals are high in the room due to the lack of consistent implementation of CHAMPS walks 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 attend. 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 2024 Employee Data Survey, 90% of staff agree Bonham has a positive culture and 90% enjoy coming to work most days. 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." The teacher turnover data as reported on the most recent TAPR was 82.50%, which is up 11.77% from the prior year rate of 70.73%. 100% of staff agreed that the staff at this school work together to ensure an orderly environment.

Bonham has embraced Essential 8 and daily social skills lessons 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.

In general the number of discipline incidents has decreased tremendously as compared to previous years. The frequent offenses are punching/hitting, action to cause disruption and damage/vandalism.

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This year's staff survey indicates that 100% agreed that:

-The foundation's team on campus is working to help solve school-wide behavior issues.

-Data from common areas and classrooms related to the culture and climate of my campus is presented at faculty/PLC meetings on campus

-Feel like they have the ability to provide feedback on procedures and protocols for common areas

-Staff at school recognized students for positive behaviors.

Parent/family participation in campus events has increased as compared to prior years. The most attended events were: the events held and scheduled around the Thanksgiving Lunches with the Parents and Grandparents and the Big Spring into Learning event at Bonham Park.

Parents/families listed work schedules and family schedules as the greatest barriers to participation.

Parent survey indicated that 93% express that they feel welcome in the school, 89% of the staff care about their child, and 88% agree that this school is a friendly place.

Perceptions Strengths

- High family engagement at all events, especially the Spring one at the park
- 90% of staff enjoy coming to work most days.
- 90% of staff that the school has a positive culture
- The referral count is down 75% from 190 to 48 referrals.
- 88% of students say adults treat them with kindness
- 93% of the parents see them as partners in their child's education
- 93% of parents feel welcome at the school
- 100% of staff agree that the Foundation is working to help solve school-wide behavior issues

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Most of the behavior incidents take place in the classroom. **Root Cause:** Teachers need continued training to support behaviors that could escalate into repeated referrals.

Problem Statement 2: About 30% of parents and staff do not feel like bullying is addressed effectively. **Root Cause:** There is a need for more lessons, awareness, and training for families, students, and staff with regard to what bullying is and how to handle and report it.

Priority Problem Statements

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: The domain 1 scale score will increase by June 2025.

High Priority





Evaluation Data Sources: 2024 STAAR, MAP and DBA Data

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Walk throughs, lesson plans</p> <p>Staff Responsible for Monitoring: Campus Admin., Lang. Arts Instructional coach, teachers</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>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, K-12 Summit, 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.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement of low-performing students, close gaps Staff Responsible for Monitoring: Campus Admin. Instructional coaches, Interventionists</p> <p>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 Interventionist - Title I, A - \$50,199, - Title I, A - \$5,496</p>	Formative		Summative
	Nov	Mar	June
			100

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved student achievement data Staff Responsible for Monitoring: Campus Admin., instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: Professional and Paraprofessional for support - Title I, A - \$50,199</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Fourth grade teachers will analyze student STAAR Math and Reading data from the third-grade STAAR to target specific skills students did not show mastery and third-grade teachers will analyze MAP Reading and Math data from second grade to make a plan to strengthen those skills during intervention time.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data-STAAR 2024 for Reading and Math, MAP data Staff Responsible for Monitoring: Campus Admin, Teachers, Instructional Coaches</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Increase achievement of SPED students Staff Responsible for Monitoring: Camus Admin, SPED teachers,</p> <p>Title I: 2.6</p>	Formative		Summative
	Nov	Mar	June





Strategy 6 Details	Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Increase student mastery</p> <p>Staff Responsible for Monitoring: Campus Admin., Instructional Coaches, Interventionist</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Admin and instructional coaches will regularly progress monitor with grade levels in order to identify struggling students and to track and monitor progress of high-achieving students.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data</p> <p>Staff Responsible for Monitoring: Campus Admin., Teachers and Instructional Coaches</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Increase student achievement through appropriate accommodation plans.</p> <p>Staff Responsible for Monitoring: Campus Admin., Counselor, Teachers</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>Strategy 9: Combine campus funds, Title 1, SCE, 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.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Admin. Instructional Coaches, Interventionist</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Mar	June
			102

Strategy 10 Details	Reviews		
<p>Strategy 10: 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.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and maximize instructional minutes</p> <p>Staff Responsible for Monitoring: Campus Admin, Instructional Coaches, Teaches, Interventionist, Tutors</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June
Strategy 11 Details	Reviews		
<p>Strategy 11: 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.</p> <p>Strategy's Expected Result/Impact: Increase reading levels and proficiency of all students</p> <p>Staff Responsible for Monitoring: Campus Admin., Reading Instructional Coach</p>	Formative		Summative
	Nov	Mar	June
Strategy 12 Details	Reviews		
<p>Strategy 12: 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.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Admin.</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students.</p> <p>Strategy's Expected Result/Impact: Student Achievement, Teacher Observation Data and lesson plans</p> <p>Staff Responsible for Monitoring: Campus Admin., Instructional Coaches, Interventionist, Teachers</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teacher observations, increased student achievement and lesson plans</p> <p>Staff Responsible for Monitoring: Campus Admin., Instructional Coaches, Teachers, Interventionist</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Teacher Observation Data</p> <p>Staff Responsible for Monitoring: Campus Admin., Teachers, Instructional Coaches</p>	Formative		Summative
	Nov	Mar	June
			104
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: PD Agenda, PLC meetings, Branching Minds</p> <p>Staff Responsible for Monitoring: Campus Admin., Conselor, Interventionist</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: MTSS/RTI meetings are held every six weeks to discuss student needs.</p> <p>Strategy's Expected Result/Impact: Growth in the targeted area</p> <p>Staff Responsible for Monitoring: Campus Admin., Counselor, Interventionist, Teachers</p> <p>Title I: 2.6</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Meeting records in Branching Minds</p> <p>Staff Responsible for Monitoring: Campus Admin. RTI/MTESS Team</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Teachers will utilize Branching Minds program for MTSS/RTI process and interventions for struggling students academically, socially, and behaviorally.</p> <p>Strategy's Expected Result/Impact: To record, document, and track the progress of student response to interventions with regard to academics and/or behavior.</p> <p>Staff Responsible for Monitoring: Campus administrators, interventionist, and Counselor</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in screener results, MAP Reading and Math, and STAAR Reading and Math Results</p> <p>Staff Responsible for Monitoring: Campus Admin., Counselor, Teachers, Interventionist</p> <p>Title I: 2.4, 2.6</p>	Formative		Summative
	Nov	Mar	June
 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, MTSS data, Reading STAAR 2024

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved results on guided reading levels based on anecdotal notes, increased scores on screeners, DBAs and MAP Data, Benchmarks.</p> <p>Staff Responsible for Monitoring: Campus Admin, LA IC, K-2 teachers</p> <p>Title I: 2.6</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase both fluency and comprehension in students</p> <p>Staff Responsible for Monitoring: Teachers, LA IC, Principal, AP</p> <p>Title I: 2.4, 2.5</p>	Formative		Summative
	Nov	Mar	June
			107

Strategy 3 Details	Reviews		
<p>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), PebbleGo, EPIC, etc. to aid in the success with reading on level.</p> <p>Strategy's Expected Result/Impact: Promote, encourage and support literacy in order to increase Reading scores in MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Principal, AP, Lang. Arts IC, Interventionist, and teachers</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Pebble Go - Title I, A - \$3,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased reading progress, progress on Reading DBA's and Reading Benchmarks</p> <p>Staff Responsible for Monitoring: Principal, IC</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Language Arts and Foundational support materials to support foundational skills and literacy in small groups - Title I, A - \$2,500</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Bonham will participate in a school wide AR Reading initiative to promote literacy by using reading logs and earn prizes.</p> <p>Strategy's Expected Result/Impact: Promote and support literacy, a love of reading and increased motivation to read.</p> <p>Staff Responsible for Monitoring: Teachers, Librarian, LA IC</p> <p>Funding Sources: Accelerated Reader - Title I, A - \$5,496</p>	Formative		Summative
	Nov	Mar	June
			108
Strategy 6 Details	Reviews		
<p>Strategy 6: New hires K-4 and SPED-certified core content teachers will participate in TEA Reading Academy throughout the 24-25 school year provided by the district through TEA to increase teachers' competency in the science of teaching reading.</p> <p>Strategy's Expected Result/Impact: Increase reading levels of students.</p> <p>Staff Responsible for Monitoring: Bonham Leadership Team</p>	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
<p>Strategy 7: Bonham will partner with TAMU and participate in the REVED up Reading program with 2nd grade.</p> <p>Staff Responsible for Monitoring: Administration, 2nd Grade Teachers, Interventionist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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 2024

Strategy 1 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Math IC, Teachers, Administrators</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>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 2024</p> <p>Staff Responsible for Monitoring: Principal, AP, Math IC and Teachers</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR 2024</p> <p>Staff Responsible for Monitoring: Admin. Team</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase Math teacher content knowledge and math achievement for students</p> <p>Staff Responsible for Monitoring: Admin. Team</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR 2024.</p> <p>Staff Responsible for Monitoring: Admin. Team, Teachers and Math IC</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: K-4 students will utilize math computer programs and Apps per the math curriculum and district recommendations including-- 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</p> <p>Strategy's Expected Result/Impact: Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR 2024</p> <p>Staff Responsible for Monitoring: Admin. Team, Teachers and Math IC</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June
			111

Strategy 7 Details	Reviews		
<p>Strategy 7: Math manipulatives to support foundational and concrete learning.</p> <p>Staff Responsible for Monitoring: Admin and Math IC</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Instructional Resources - Title I, A - \$3,000</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Admin., Counselor, Teachers</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Lesson planning, increased teacher content knowledge based on walk-throughs,</p> <p>Staff Responsible for Monitoring: Campus Admin., IC's, and district curriculum dept.</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Interventionist, Campus Admin., IC's, Teachers, Counselor, MTSS/RTI teams</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: IEP Goals met, and improved performance for SPED students on district and state assessments.</p> <p>Staff Responsible for Monitoring: Campus Admin., SPED Teachers, SPED IA, teachers</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student achievement, reduce the achievement gap and decrease or eliminate dropout rates.</p> <p>Staff Responsible for Monitoring: RTI Coord./ Interventionist, IC's Campus Admin. tutors,</p> <p>Title I: 2.4, 2.5</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Students in grades 1-4 identified on the 2024 retention list or the list of students that did not meet standard in Reading and/or Math STAAR will begin interventions at the beginning of the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: Increase screeners, reading levels, reading DBA reading MAP results and reading benchmark test results and STAAR 2024</p> <p>Staff Responsible for Monitoring: Teachers in grades 1-4 Instructional coaches Campus administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		Summative
	Nov	Mar	June
			114
Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: English language proficiency progress</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Campus Admin., LPAC Coordinator</p> <p>Title I: 2.6</p>	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Principal, Campus Needs Assessment Support Team</p> <p>Title I: 4.2</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student growth for students receiving Tier 2 and Tier 3 interventions.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I: 2.4, 2.5</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Monitor teacher and student growth.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Mar	June
			115
Strategy 11 Details	Reviews		
<p>Strategy 11: Data Validation Team will meet regularly as scheduled to cover all areas such as Attendance, Grades, ELL's, SPED, Discipline, etc.</p> <p>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.</p> <p>Staff Responsible for Monitoring: DVT Team.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		Summative
	Nov	Mar	June





Strategy 12 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Growth and progress on Reading and Math screeners.</p> <p>Staff Responsible for Monitoring: RTI coor./Interventionist, campus admin., IA's, tutors</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: - Title I, A - \$50,199</p>	Formative		Summative
	Nov	Mar	June
Strategy 13 Details	Reviews		
<p>Strategy 13: Ensure the Fine Arts program (Art & Music) is aligned with district objectives and fosters exceptional student performance opportunities.</p> <p>Staff Responsible for Monitoring: Art Teacher, Music Teacher, Campus Admin.</p>	Formative		Summative
	Nov	Mar	June
 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.

Evaluation Data Sources: SummitK-12 Reports, TELPAS 2024

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: PLCs, lesson plans, walk-throughs and observations</p> <p>Staff Responsible for Monitoring: Campus Admin., Instructional Coaches, and Teachers</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased confidence and growth in writing literacy to impact student achievement on STAAR and TELPAS</p> <p>Staff Responsible for Monitoring: Campus Admin, Instructional Coaches</p> <p>Title I: 2.4, 2.6</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improvement on writing samples from BOY to EOY</p> <p>Staff Responsible for Monitoring: Teachers Campus Admin., ELA/R Instructional Coach, Interventionist</p>	Formative		Summative
	Nov	Mar	June





Strategy 4 Details	Reviews		
<p>Strategy 4: 2nd through 4th grade emergent Bilingual and ESL students will use the K-12 Summit online program standards-based supplemental curriculum during Language Arts and Science stations in order to help close the gaps and ensure growth for all students.</p> <p>Strategy's Expected Result/Impact: Growth on TELPAS for emergent bilinguals</p> <p>Staff Responsible for Monitoring: IC Language Arts Coach, Principal and teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Bonham will foster a positive culture and climate in order to provide a safe learning environment, which supports academic success.

Performance Objective 1: Bonham Elementary will increase attendance from 95.46% to 95.75 % for above for the 24-25 school year

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

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Letters sent, home visits and improved attendance will result.</p> <p>Staff Responsible for Monitoring: Campus DVT Asst. Principals</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Acknowledge classes who have the perfect attendance every day in the morning announcements to award attendance non-contingent awards for classes that fill up their Mr. Potato Head with 10 potato head parts.</p> <p>Strategy's Expected Result/Impact: Increase attendance rates in order to meet goal</p> <p>Staff Responsible for Monitoring: Attendance clerk, secretary, campus admin</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Parent conferences with campus administrators for attendance contracts and to discuss attendance concerns.</p> <p>Strategy's Expected Result/Impact: communication logs, conference records, attendance conference</p> <p>Staff Responsible for Monitoring: Campus Admin.</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Phone calls made daily each morning for students who are absent from Attendance Clerk and/or Secretary Strategy's Expected Result/Impact: Improved attendance rate. Staff Responsible for Monitoring: Campus Admin., teachers, attendance clerk and secretary Title I: 2.4	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Class names who have perfect attendance each day will be posted on the bulletin board outside the cafeteria. Strategy's Expected Result/Impact: Motivate students and improve attendance rate. Staff Responsible for Monitoring: Interventionist, attendance clerk and head custodian. Title I: 2.4	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: Classroom teachers who have students absent will conduct a call home after school to check on the student and communicate to families that their child was missed. Strategy's Expected Result/Impact: Improved attendance rates. Staff Responsible for Monitoring: Campus Admin., Teachers	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

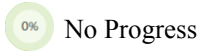
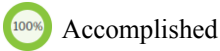
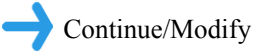
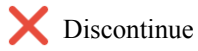
Goal 2: Bonham will foster a positive culture and climate in order to provide a safe learning environment, which supports academic success.

Performance Objective 2: Plan that will ensure that everyone 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		
<p>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 by staff using School Dude .Practice drills will be held according to district safety standard guidelines and entered into Sentenil.</p> <p>Strategy's Expected Result/Impact: Safety committee agendas, Minutes of monthly safety committee meetings, Fire drill, inclement weather and lockdown drill reports, Other reports as required by the district and/or state</p> <p>Staff Responsible for Monitoring: Principal, AP, Safety committee</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Agendas; Minutes of monthly safety committee meetings; Documentation of communication of related information to staff, students, and parents.</p> <p>Staff Responsible for Monitoring: Campus Admin.</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Empower and include students by allowing them to take part in the keep everyone safe.</p> <p>Staff Responsible for Monitoring: Specials teachers, Campus Admin. Teachers of students on patrol</p>	Formative		Summative
	Nov	Mar	June
			121
Strategy 4 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Bonham Staff</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: Weekly door sweeps are conducted by the Assistant Principal and custodian and weekly reports uploaded and entered into Sentinel. week out to staff as well as Staff Responsible for Monitoring: Campus Admin., Teachers	Formative		Summative
	Nov	Mar	June

Goal 2: Bonham will foster a positive culture and climate in order to provide a safe learning environment, which supports academic success.





Performance Objective 3: Bonham Elementary teachers and staff will provide all students a safe positive learning environment where each child feels valued and a part of a classroom and school family resulting in less than 50 referrals for the 2024-2025 school year.

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

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in consistency across the campus and structure in order to decrease behavioral issues which will increase student achievement.</p> <p>Staff Responsible for Monitoring: Foundtions Team-Team BUCS</p> <p>Title I: 2.5, 2.6</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: In an effort to address the social/emotional needs of our students every teacher will take the first 15 minutes of the school day, every classroom will teach one of the essential 8 traits and social skills lessons associated with campus policies based on Guidelines for Success each morning.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Admin, Counselor, Behavior Mgmt. specialist, interventionist</p>	Formative		Summative
	Nov	Mar	June
			123
Strategy 3 Details	Reviews		
<p>Strategy 3: Utilize the MTSS Framework to track and monitor students' behavior in Branching Minds, including triggers, behaviors, interventions, and parent contacts. 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.</p> <p>Staff Responsible for Monitoring: MTSS team, counselor, teachers and Admin.</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Continue to implement approved sustainable, positive and preventative discipline management structures including Bonham's Guidelines for success, class social contracts/rules, CHAMPS, Capturing Kids Hearts 4 questions, greeting students at the door, safe place, responsibilities/jobs board, and the Student Code of Conduct.</p> <p>Strategy's Expected Result/Impact: Create a positive culture conducive to teaching and learning.</p> <p>Staff Responsible for Monitoring: Principal, AP, School Secretary</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Promote health and wellness to increase academic achievement Reduction in discipline incidents and increase student fitness and academic achievement.</p> <p>Staff Responsible for Monitoring: Admn/PE Coach</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: All bullying incidents will be investigated and taken seriously immediately and thoroughly. Every child deserves to come to school and be safe in a bully-free environment. Reports may be anonymously reported through BeSafe App.</p> <p>Strategy's Expected Result/Impact: Stronger culture and climate and a decrease in referrals.</p> <p>Staff Responsible for Monitoring: Administrative team, teachers and staff</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Behavior Mgmt. Specialist, SPED team and teachers.</p>	Formative		Summative
	Nov	Mar	June
			124
Strategy 8 Details	Reviews		
<p>Strategy 8: Bonham Lunch Bunch will take place with identified students in a small group or one on one setting with the school counselor or Liscensed Specialist in School Psychology intern in order to address students with specific needs.</p> <p>Title I: 2.6</p>	Formative		Summative
	Nov	Mar	June

Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Provide necessary support to children experiencing mental health problems</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>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 with coaching CHAMPS training through August PD and additional training throughout the year, monthly meetings, data collection with feedback to the faculty and staff.</p> <p>Staff Responsible for Monitoring: Team BUCS, Bonham Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 11 Details	Reviews		
<p>Strategy 11: Appropriate staff will receive CPI training annually in order to develop skills for de-escalation and coping in crisis situations.</p> <p>Strategy's Expected Result/Impact: Lower number of referrals and improved classroom management.</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
			125
Strategy 12 Details	Reviews		
<p>Strategy 12: 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, STOIC, Early Stage Intervention and Teacher's Encyclopedia through Safe and Civil Schools.</p> <p>Strategy's Expected Result/Impact: Increase classroom academic learning time.</p> <p>Staff Responsible for Monitoring: Campus Admin.</p>	Formative		Summative
	Nov	Mar	June





Strategy 13 Details	Reviews		
<p>Strategy 13: All Bonham 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). These will be shared with the classroom or school and the child will be recognized by the classroom or school and will receive a Student of Character certificate, and yard sign. Student of character group pictures will be hung in the main hall and posted on social media.</p> <p>Strategy's Expected Result/Impact: Recognition of positive behavior and good. character</p> <p>Staff Responsible for Monitoring: Campus Admin., Teachers and Counselor</p>	Formative		Summative
	Nov	Mar	June
Strategy 14 Details	Reviews		
<p>Strategy 14: Bonham Coaching CHAMPS (Principal, Assistant Principal, ELA/R Instructional Coach & Math Instructional Coach) team to conduct walks throughout the year to collect data on the "Five Behavior Benchmarks."</p> <p>Strategy's Expected Result/Impact: Improved classroom behavior management</p> <p>Staff Responsible for Monitoring: Coaching CHAMPS team</p>	Formative		Summative
	Nov	Mar	June
Strategy 15 Details	Reviews		
<p>Strategy 15: 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.</p> <p>Strategy's Expected Result/Impact: Improved social and emotional wellness to increase academic achievement</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Demonstrate attainment and progress towards meeting goals and objectives on CIP.</p> <p>Staff Responsible for Monitoring: Principal, CPIC</p> <p>Title I: 4.1, 4.2</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: All Bonham parents will be invited to attend parent meetings, school activities to include Meet the Teacher, Open Houses, Title I meeting, Reading, Math, and Science Nights, 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. 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.</p> <p>Strategy's Expected Result/Impact: Increased parent/ family engagement. Keeping parents involved in their child's/children's education.</p> <p>Staff Responsible for Monitoring: Counselor, Admin team, parent and family engagement committee, Bonham staff</p> <p>Title I: 4.1, 4.2</p> <p>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</p>	Formative		Summative
	Nov	Mar	June
			127

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase school-parent- community partnership.</p> <p>Staff Responsible for Monitoring: Bonham Leadership Team</p> <p>Title I: 4.2</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: All parents will be invited to a 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.</p> <p>Staff Responsible for Monitoring: Admin. Team, Teachers</p> <p>Title I: 4.2</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Communication in the language of the home so parents/guardians are informed.</p> <p>Staff Responsible for Monitoring: Admin Team, Teachers, Office Staff</p> <p>Title I: 4.1</p>	Formative		Summative
	Nov	Mar	June
			128
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Successful transition to Kindergarten and Intermediate School confidently with increased parental involvement.</p> <p>Staff Responsible for Monitoring: PreKindergarten, Kindergarten, 4th Grade Teachers, Counselor, Administrators</p> <p>Title I: 4.2</p>	Formative		Summative
	Nov	Mar	June





Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Parent/ Guardian involvement in 504/ARD process and ensure students are successful based on needs being met.</p> <p>Staff Responsible for Monitoring: SPED staff, ARD Facilitator, Teachers, ARD Administrator, Counselor</p> <p>Title I: 2.4, 2.6</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Admin. Team.</p> <p>Title I: 2.6, 4.1</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>Strategy 9: The campus will provide annual training to staff on the value of parent input and family engagement.</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
			129
Strategy 10 Details	Reviews		
<p>Strategy 10: Bonham will encourage parents to participate in their child's education by providing events at different dates and times. Every grade level will have its own Reading, Math, Science night, and a STAAR Night.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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. Strategy's Expected Result/Impact: To foster positive relationships with families and community. Staff Responsible for Monitoring: Campus Admin, office staff	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Maintain campus webpage, Facebook and Class Dojo to share current information and celebrations with parents/community Strategy's Expected Result/Impact: Improve engagement percentage. Staff Responsible for Monitoring: Principal, AP	Formative		Summative
	Nov	Mar	June
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. Staff Responsible for Monitoring: Teachers, Administration and Secretary	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Identified students will participate in the Food Backpack program in partnership with the local food bank. Staff Responsible for Monitoring: Counselor	Formative		Summative
	Nov	Mar	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. Strategy's Expected Result/Impact: Increased attendance and participation at events. Staff Responsible for Monitoring: Leadership Team, PTO	Formative		Summative
	Nov	Mar	June





Strategy 6 Details	Reviews		
<p>Strategy 6: All teachers will make positive contact with each student's parents/guardians 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.</p> <p>Staff Responsible for Monitoring: Teacher, counselor and AP</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Recognize two students from each grade level each six weeks as Amazing Students of Character following district guidelines.</p> <p>Strategy's Expected Result/Impact: Amazing Students of Character Awards student lists</p> <p>Staff Responsible for Monitoring: Counselor, Campus Admin.</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: Increase student participation in community-wide competitions to include UIL, art contests, writing contests, and Spelling Bee.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teachers, counselor</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Influence and improve staying physically healthy in 2nd grade though positive influence, guidance and support of TAMU athletes.</p> <p>Staff Responsible for Monitoring: PE Staff, Admin.</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
<p>Strategy 1: Campus-based Teacher Mentoring program, "Newbies" will continue for the 2024-25 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.</p> <p>Strategy's Expected Result/Impact: Teacher retention rates. Mentors Assigned. Meeting agendas and attendance. Informal observations.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Teacher Mentor Team</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Enhance instruction through use of 21st century technology.</p> <p>Staff Responsible for Monitoring: Campus Admin., Tech assigned person to conduct PD, IC's</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will attend District Horizontal meetings, "Collaboratives" or outside professional development professional opportunities for professional growth in their special area for opportunities, as well as, to be involved in the making of decisions to the overall instructional program.</p> <p>Strategy's Expected Result/Impact: Increase and enhance teacher content knowledge.</p> <p>Staff Responsible for Monitoring: Campus Admin., IC's</p> <p>Funding Sources: Registration fees, milagae, travel - ESSER - \$3,000</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness and provide staff feedback. Staff Responsible for Monitoring: Classroom teachers and staff, Instructional assistants, Professionals, Administrators</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Increase teacher retention rates Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in teacher retention rates. Staff Responsible for Monitoring: Instructional leadership team.</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>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</p> <p>Funding Sources: IA Computer Lab - Title I, A - \$26,500</p>	Formative		Summative
	Nov	Mar	June
 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 2024-2025 school year.

Evaluation Data Sources: HR reports, Staff reports on PEIMS, State board of education certificates

Strategy 1 Details	Reviews		
<p>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</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
IC	Math	0.14

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Computer Lab	IA		1
IC	ELA		1
Leslie Sebesta	Interventions		.62

Campus Funding Summary

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional/Reading Interventionist		\$50,199.00
1	1	2			\$5,496.00
1	1	3	Professional and Paraprofessional for support		\$50,199.00
1	4	3	Pebble Go		\$3,000.00
1	4	4	Language Arts and Foundational support materials to support foundational skills and literacy in small groups		\$2,500.00
1	4	5	Accelerated Reader		\$5,496.00
1	5	7	Instructional Resources		\$3,000.00
1	6	12			\$50,199.00
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					\$199,253.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount ¹³⁷
4	1	3	Registration fees, milagae, travel		\$3,000.00
Sub-Total					\$3,000.00

Bryan Independent School District
Bowen Elementary School
2024-2025 Campus Improvement Plan



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.

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: September 9, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2024, 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

- 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

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Demographics

Demographics Summary

Bowen is a PreK-4th grade campus of approximately 400 students. Of those students, 34% are Hispanic, 22% African-American, 34% White, 6% Two or more races and 2% Asian. Approximately 5% 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 51 Special Education students, 15 GT students, 8 students identified as homeless.

The staff at Bowen is comprised of approximately 70 employees. We have 28 teachers, 2 administrators, 7 professional support staff, 18 paraprofessionals and 5 itinerant staff. Of the 18 paraprofessionals, 14 of the 18 are instructional assistants. We continually strive to recruit and hire a school staff that is representative of the diversity of our district.

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.

Problem Statement 2 (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 3 (Prioritized): PTO membership has been low for the last 5 years. **Root Cause:** Families struggle to commit to long term commitments such as PTO

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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

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 who are on or above grade level in math and ELAR lack consistent projected growth according to NWEA MAP **Root Cause:** Lack of training in rigor accountability and student specific data tracking.

Problem Statement 3 (Prioritized): PTO membership has been low for the last 5 years. **Root Cause:** Families struggle to commit to long term commitments such as PTO

Problem Statement 4 (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.

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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

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 families are able to be involved and participate. New, revitalized programs and activities are needed to reenergize parent and family engagement at Bowen.

School Processes & Programs Strengths

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- Collaborative planning
- Leadership opportunities for teachers and staff
- Strong parent and community partnerships

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PTO membership has been low for the last 5 years. **Root Cause:** Families struggle to commit to long term commitments such as PTO

Problem Statement 2 (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 3 (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.

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 another's behavior.

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.

Problem Statement 2 (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. 146

Problem Statement 3 (Prioritized): PTO membership has been low for the last 5 years. **Root Cause:** Families struggle to commit to long term commitments such as PTO

Problem Statement 4 (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.

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: Demographics - Student Learning - School Processes & Programs - Perceptions

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 - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: PTO membership has been low for the last 5 years.

Root Cause 3: Families struggle to commit to long term commitments such as PTO

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

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

- 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

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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

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

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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: May 19, 2025

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 2025.


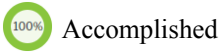
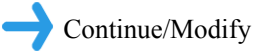

Evaluation Data Sources: STAAR, MAP, mClass, DBA and other district assessments

Strategy 1 Details	Reviews		
Strategy 1: Effective implementation of district curriculum in every classroom through quality Tier I instruction. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal/AP, ICs Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Weekly PLC with a focus on lesson planning, instructional strategies and effective small group instruction. Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement Staff Responsible for Monitoring: Principal/AP, ICs Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
			150

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Progress monitoring Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP, ICs</p> <p>Title I: 2.4</p> <p>Funding Sources: Materials for tutoring - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Ensure the Fine Arts program (Art & Music) is aligned to district objectives and fosters exceptional student performance opportunities.</p> <p>Staff Responsible for Monitoring: Art teacher, Music teacher, Principal/AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Positive influence on student health, decrease in off-task behavior in classrooms</p> <p>Staff Responsible for Monitoring: PE teacher, classroom teacher</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Ensure that GT and high achieving students are clustered in order to provide an enriched and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Progress monitoring</p> <p>Staff Responsible for Monitoring: Principal, ICs, counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
<p>Strategy 7: Provide and integrate technology into all content areas to enhance instruction.</p> <p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers</p> <p>Title I: 2.4</p> <p>Funding Sources: Technology - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP ICs</p> <p>Title I: 2.4</p> <p>Funding Sources: Research-based instructional resources - Title I, A, - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, individualized instruction</p> <p>Staff Responsible for Monitoring: Principal/AP ICs Teachers</p> <p>Title I: 2.5</p> <p>Funding Sources: Tutors (certified and classroom teachers) and smart snacks - Title I, A, Tutors and Smart Snacks - State Comp</p>	Formative		Summative
	Nov	Mar	June
			152

Strategy 10 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased teacher content knowledge</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: IC, 1.07 FTE - State Comp - \$75,675, IC, 1 FTE - Title I, A - \$72,625</p>	Formative		Summative
	Nov	Mar	June










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		
<p>Strategy 1: Regularly progress monitor as a grade level in order to identify struggling students and to track progress of high-achieving students.</p> <p>Strategy's Expected Result/Impact: Use of multiple data sources Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP ICs Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Regular MTSS 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.</p> <p>Strategy's Expected Result/Impact: Targeted and timely interventions Identification of students for SPED, dyslexia or GT referrals Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP Counselor Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			154





Strategy 3 Details	Reviews		
<p>Strategy 3: Utilize Branching Minds program to track the RtI process for struggling students.</p> <p>Strategy's Expected Result/Impact: Consistency and accountability for the RtI process resulting Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP, Counselor Teachers</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Data from universal screeners will be used to determine student groups for Tier 2 or Tier 3 intervention.</p> <p>Strategy's Expected Result/Impact: Targeted interventions Increased student achievement</p> <p>Staff Responsible for Monitoring: ICs Reading interventionists</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP, Special Education teachers General Education teachers ICs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Professional development materials - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			155
 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 3: Increase the percentage of 3rd and 4th grade students scoring "Meets" & Masters on STAAR Reading/ELA to keep a Domain I or III scale score of an 80 or higher.

Evaluation Data Sources: DBA data, MAP data, STAAR results

Strategy 1 Details	Reviews		
<p>Strategy 1: 3rd & 4th grade teachers will use reading computer programs to supplement reading instruction. (iRead, EPIC Imagine Learning and Learning A-Z)</p> <p>Strategy's Expected Result/Impact: Increased reading fluency and basic reading skills Increased exposure to rich literature</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers</p> <p>Funding Sources: Technology-based instructional resources - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: K-4 grade teachers will conduct MAP 3 times at the beginning, middle and end of the school year.</p> <p>Strategy's Expected Result/Impact: Consistent progress monitoring Identify struggling students Identify high achieving students</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			156





Strategy 3 Details	Reviews		
<p>Strategy 3: K- 4 grade teachers will provide daily small group reading lessons. Groups will be determined based on the results on results from BOY, MOY EOY MAP and running records.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency Increased student achievement Differentiation</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Use of differentiated reading stations to meet the diverse needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Differentiation</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
 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 4: Increase the percentage of 3rd and 4th grade students scoring "Meets" on STAAR Math to keep a Domain I or III scale score of an 80 or higher.

Evaluation Data Sources: DBA data, MAP data, STAAR results

Strategy 1 Details	Reviews		
<p>Strategy 1: Students will utilize Imagine Math to supplement math instruction and provide targeted intervention.</p> <p>Strategy's Expected Result/Impact: Increased math skills Increased performance on 3rd & 4th grade Math STAAR</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: K-4 teachers will utilize small groups daily to provide targeted math instruction.</p> <p>Strategy's Expected Result/Impact: Increased math achievement Targeted math instruction Differentiation</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			158





Strategy 3 Details	Reviews		
Strategy 3: Teachers will utilize unit concept quizzes and daily mastery checks to determine the instructional focus for small group instruction and re-teach. Strategy's Expected Result/Impact: Increased math achievement Timely intervention and re-teach Staff Responsible for Monitoring: Principal/AP IC Teachers Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Interventionist will provide targeted Tier 2 instruction for students struggling in math & ELAR Strategy's Expected Result/Impact: Targeted intervention Increased student achievement Staff Responsible for Monitoring: ICs Interventionists Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
 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 BOY to EOY spring 2025.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews		
<p>Strategy 1: K-2 teachers will use reading computer programs to supplement reading instruction. (iRead, Accelerated Reader and Learning A-Z).</p> <p>Strategy's Expected Result/Impact: Increased reading fluency and basic reading skills Increased exposure to rich literature</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers Librarian</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will conduct MAP at beginning, middle and end of the school year.</p> <p>Strategy's Expected Result/Impact: Consistent progress monitoring Identification of struggling/at-risk students</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			160





Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency Increased student achievement Differentiation</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Use of small group reading stations to meet the diverse needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Differentiation</p> <p>Staff Responsible for Monitoring: Principal/AP IC Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
 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.

Evaluation Data Sources: attendance data, audit of truancy data

Strategy 1 Details	Reviews		
<p>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</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			162
Strategy 3 Details	Reviews		
<p>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</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Create and maintain incentives for student attendance. (Book Vending Machine, HOT Tickets) (Here ON Time)</p> <p>Strategy's Expected Result/Impact: Increased student attendance Increase Parent attendance awareness</p> <p>Staff Responsible for Monitoring: Principal Counselor Attendance Clerk</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: Continue to develop an effective Foundations team. Team will develop an action plan for the implementation of Foundation and share with staff during August PD and throughout the school year as needed.</p> <p>Strategy's Expected Result/Impact: Decreased behavior/violent incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: Foundations team Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: All staff will be trained on the components of Foundations, with a focus on the implementation and communication of the school-wide matrix.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: Foundations team Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			164

Strategy 3 Details	Reviews		
<p>Strategy 3: Staff will implement Foundation school wide policy & Guidelines for success as a tool to communicate campus-wide behavior expectations for common areas.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: Foundations team Teachers Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Teachers will teach Essential 8 lessons once per week and social skills lesson 4 days per week.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: PBIS team Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Foundations team will meet monthly to analyze data, report on progress/needs, determine impact of implementation and discuss focus for each subcommittee.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: Foundations team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			165

Strategy 6 Details	Reviews		
<p>Strategy 6: All staff will utilize the campus behavior tracker to document skills which need to be practiced, and provide reinforcement system to encourage positive behaviors.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: Foundations team Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Continued implementation of CHAMPS and components of Foundations as a means to promote positive behavior and develop self-management and accountability.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: Foundations team Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: Provide interventions and supports for students who are identified as behaviorally and instructional at-risk of dropping out of school through MTSS.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture Targeted interventions for struggling students</p> <p>Staff Responsible for Monitoring: Principal/AP Counselor Teachers</p> <p>Funding Sources: - State Comp</p>	Formative		Summative
	Nov	Mar	June
			166

Strategy 9 Details	Reviews		
Strategy 9: 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	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
Strategy 10: 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	Formative		Summative
	Nov	Mar	June
 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 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Diverse staff Increased recruitment of teachers</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Make every effort to hire highly qualified staff (professional and paraprofessional).</p> <p>Strategy's Expected Result/Impact: Highly qualified staff Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Work to assemble a culturally diverse staff which is representative of the student population.</p> <p>Strategy's Expected Result/Impact: Diverse staff</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Implement team building activities regularly during PLC and faculty meetings.</p> <p>Strategy's Expected Result/Impact: Increased employee retention Positive school climate</p> <p>Staff Responsible for Monitoring: Principal/AP PBIS team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased teacher quality Retention of highly qualified staff</p> <p>Staff Responsible for Monitoring: Principal/AP ICs</p> <p>Funding Sources: Staff Development (conference attendance or contracted services) - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Teachers will attend district collaborative meetings for professional growth in their content area(s).</p> <p>Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP ICs</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Continue to develop and encourage a collaborative Professional Learning Community through weekly meetings to address student and campus needs.</p> <p>Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP ICs</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
<p>Strategy 8: Foundations Student and Staff Acknowledgement Sub-Committee will regularly meet to discuss and plan for ways to acknowledge staff for implementing campus policy with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased teacher satisfaction Increased teacher support Increased teacher performance Regular support and coaching for teachers Retain highly qualified staff</p> <p>Staff Responsible for Monitoring: Foundations team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased teacher performance Regular support and coaching for teachers Retain highly qualified staff</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>Strategy 10: Conduct regular classroom walkthroughs.</p> <p>Strategy's Expected Result/Impact: Increased teacher performance Regular support and coaching for teachers Retention of highly qualified staff</p> <p>Staff Responsible for Monitoring: Principal/AP ICs</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			170





Strategy 11 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased leadership capacity Increased teacher performance Regular support and coaching for teachers Retention of highly qualified staff</p> <p>Staff Responsible for Monitoring: Principal/AP Secretary</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: Student participation in Kindergarten Promotion Celebration.</p> <p>Strategy's Expected Result/Impact: Family engagement</p> <p>Staff Responsible for Monitoring: Principal/AP Secretary Pre K Kindergarten teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: 4th Grade Scheduling Process to assist students in making informed decisions for middle school schedules.</p> <p>Strategy's Expected Result/Impact: Informed decisions for intermediate school courses and programs (Inquire, Odyssey)</p> <p>Staff Responsible for Monitoring: Counselor 4th Grade Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			172
Strategy 3 Details	Reviews		
<p>Strategy 3: Student participation in 4th Grade Promotion Celebration.</p> <p>Strategy's Expected Result/Impact: Family engagement</p> <p>Staff Responsible for Monitoring: Principal/AP 4th grade teachers Specials teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Behavior Management Specialist will assist students in need of self-management skills. 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	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Student participation in UIL, Spelling Bee, ArtFest and other academic and extracurricular events. 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	Formative		Summative
	Nov	Mar	June
 No Progress  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		
<p>Strategy 1: Provide consistent home/school communication through Tuesday folders, Blackboard, Emails & Newsletter flyers</p> <p>Strategy's Expected Result/Impact: Increased communication</p> <p>Staff Responsible for Monitoring: Principal Secretary Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Regularly update school website and social media.</p> <p>Strategy's Expected Result/Impact: Increased communication and family/community engagement</p> <p>Staff Responsible for Monitoring: Principal Secretary Art teacher</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Update school calendar to reflect events and important dates.</p> <p>Strategy's Expected Result/Impact: Increased communication and family/community engagement</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative ¹⁷⁴
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Grade level orientation nights held during first six weeks of school.</p> <p>Strategy's Expected Result/Impact: Increased family engagement</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Parent/Teacher conferences and home visits held during fall and spring semesters.</p> <p>Strategy's Expected Result/Impact: Increased communication and family/community engagement</p> <p>Staff Responsible for Monitoring: Principal/AP ICs</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Regular CPIC meetings held to review campus plan and school's progress toward set goals.</p> <p>Strategy's Expected Result/Impact: Increased communication and family/community engagement</p> <p>Parent buy-in</p> <p>Staff Responsible for Monitoring: CPIC CNA</p> <p>Title I: 4.2</p> <p>Funding Sources: Snacks to encourage attendance - Title I, A - \$100</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews 175		
<p>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.</p> <p>Strategy's Expected Result/Impact: Access to school resources</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased communication and family/community engagement Parent buy-in</p> <p>Staff Responsible for Monitoring: CPIC</p> <p>Title I: 4.1</p> <p>Funding Sources: Snacks to encourage attendance - Title I, A - \$100</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>Strategy 9: Host Family Academic Nights (one per semester) and two annual Title I meetings, the first during the first 9-weeks of school.</p> <p>Strategy's Expected Result/Impact: Increased communication and family/community engagement</p> <p>Staff Responsible for Monitoring: Principal Parent Involvement Committee</p> <p>Title I: 4.2</p> <p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>Strategy 10: Grade level music programs held throughout the school year to showcase student talents.</p> <p>Strategy's Expected Result/Impact: Increased communication and family/community engagement Parent buy-in Positive student reinforcement</p> <p>Staff Responsible for Monitoring: Specials team Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			176

Strategy 11 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 12 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 13 Details	Reviews		
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. 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	Formative		Summative
	Nov	Mar	June
			177
 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

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Local Funds - Campus

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	10			\$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 79
3	1	4			\$0.00
3	1	5			\$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
3	2	10			\$0.00

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	9			\$0.00
Sub-Total					\$0.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Tutors and Smart Snacks		\$0.00
1	1	10	IC, 1.07 FTE		\$75,675.00
2	2	8			\$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		\$0.00
1	1	8	Research-based instructional resources		\$0.00
1	1	9	Tutors (certified and classroom teachers) and smart snacks		\$0.00
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		\$0.00
Sub-Total					\$74,097.00

Bryan Independent School District
Branch Elementary School
2024-2025 Campus Improvement Plan

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: May 23, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

During the summer, the campus improvement team made up of staff, parents, and community members met on May 23, 2024 and June 6, 2024. 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.

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:

- additional targeted instruction is needed to close gaps between our demographic groups
- alignment of reading instruction is needed to address the depth and complexity of STAAR assessments in order to increase STAAR scores in Domain 1
- targeted professional development is needed to train staff on progress measure domains and it's impact on student learning
- improved student STAAR performance is needed to improve campus perceptions in regards to climate and culture

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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 continue to provide targeted instruction to close learning gaps. 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. Professional development needs to focus on alignment of reading instruction to the depth and complexity of STAAR assessments. We also discussed the need to build a positive campus culture and climate to include positive incentives for students and staff (Title 1 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

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 MAPs, 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 variety 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.

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.

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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

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 2024 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

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

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

- 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

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- 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





Goals

Revised/Approved: June 6, 2024

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 teachers 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		
<p>Strategy 1: 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.</p> <p>Funds will be used from federal, state and local and we will focus on coordinating efforts to maximize the impact of the resources.</p> <p>Strategy's Expected Result/Impact: RtI progress notes, schedule established</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Tutors, prof and para - Title I, A - \$100,865, Tutoring Snacks - Title I, A - \$1,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Faculty meetings, PLC meetings, RtI paperwork completed</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>Funding Sources: Registration and travel costs - Title I, A - \$1,000</p>	Formative		Summative ¹⁹³
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: items purchased, walkthroughs, observations, lesson plans, intervention group, progress notes, RtI notes</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches</p> <p>Title I: 2.6</p> <p>Funding Sources: Instructional Materials - Title I, A - \$7,500, Instructional Materials - State Comp - \$3,000, Instructional Subscriptions - Title I, A - \$5,050</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Tutoring to be held at times that are best to meet the needs of students identified at-risk for dropping out of school without interrupting instructional time (with a monitoring of LEP, SpEd, and at-risk students).</p> <p>Strategy's Expected Result/Impact: schedule, plan developed, progress monitoring and notes</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Funding Sources: Tutors - State Comp - \$12,064</p>	Formative		Summative
	Nov	Mar	June
 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), in conjunction with administrator and instructional coaches, to inform instruction and intervention decisions to maximize student achievement and to reduce the gaps in student achievement throughout the 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 school year.

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will utilize MTSS grade level documents to monitor student achievement, behavior, and attendance to inform instruction and intervention needs, in order address gaps in skills/student performance.</p> <p>Strategy's Expected Result/Impact: system created and in use by all staff</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will monitor student performance measures following all state, district, and campus-based assessments. Based on the data teachers will make instructional decisions to address student gaps in skills/performances.</p> <p>Strategy's Expected Result/Impact: Schedule in place and meetings held</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">195</div> </div>			

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		
<p>Strategy 1: Teachers will use Project ELL and Summit K-12 to align necessary linguistic accommodations to their students' proficiency levels for all English Language Learners.</p> <p>Strategy's Expected Result/Impact: At the end of each six weeks, teachers will review student progress data with principal or designee</p> <p>Staff Responsible for Monitoring: All core content teachers of ELLs, campus principals, and instructional coaches</p> <p>Funding Sources: - Title III, A - LEP</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: MTSS documentation of plan and support provided.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: Implement a campus wide focus on literacy components across all content-areas, emphasizing the relevance of these skills across all areas of a student's learning experience to increase the amount and quality of learning time.</p> <p>Strategy's Expected Result/Impact: lesson plans walkthroughs observations</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement the use of SummitK-12 Reading & Writing component in 3rd and 4th grade monolingual classrooms as a targeted intervention to support all students, particularly those at-risk of failing state assessments.</p> <p>Strategy's Expected Result/Impact: Improved ECR and SCR performances on STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ICs</p> <p>Title I: 2.6</p> <p>Funding Sources: - Title I, A - \$1,448</p>	Formative		Summative
	Nov	Mar	June
			197
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: Utilize the Lead4ward Instructional Strategies playlist to model for staff instructional practices focused on student-centered classroom practices, increased rigor, and student engagement. Monitor staff implementation of instructional practices through classroom walkthroughs, observations, and student performance data.</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Walkthroughs observations</p> <p>Staff Responsible for Monitoring: Principal AP Instructional Coaches</p> <p>Title I: 2.4</p> <p>Funding Sources: 1 FTE, IC - Title I, A - \$75,675, 1 FTE, IC - State Comp - \$72,625</p>	Formative		Summative
	Nov	Mar	June
			198
Strategy 3 Details	Reviews		
<p>Strategy 3: Expand the use of instructional technology across classrooms to increase the use of online instructional programs and promote student engagement.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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 96% attendance rate for the school year. DIP

Strategy 1 Details	Reviews		
<p>Strategy 1: Educate parents on attendance/tardy requirements and the importance of attendance on academic success, with careful attention to Pre-K & Kindergarten parents.</p> <p>Strategy's Expected Result/Impact: agenda, minutes, letters sent, newsletters</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Increase student attendance recognition through campus and classroom based initiatives.</p> <p>Strategy's Expected Result/Impact: awards held</p> <p>Staff Responsible for Monitoring: Principal, AP, Attendance Clerk</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 social & emotional skills to impact the learning environment. DIP

Strategy 1 Details	Reviews		
<p>Strategy 1: Classroom and schoolwide implementation of campus guidelines for success (BEARS) to ensure all students will be educated in a learning environment that is safe and conducive to learning.</p> <p>Strategy's Expected Result/Impact: Walkthroughs Observation data</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Counselor developed guidance lessons that are targeted towards student behavior trends to support social/emotional learning across the campus.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: sign-in, pictures</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>Title I: 4.2</p> <p>Funding Sources: Parent resources - Title I, A - Parent Involvement, Resources - \$500</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: 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 improve their child's achievement. The information will be shared in a format and language that parents can understand.</p> <p>Strategy's Expected Result/Impact: sign-in, agendas</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>Title I: 4.2</p> <p>Funding Sources: SMART Snacks to encourage attendance and meeting materials - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June
			201

Strategy 3 Details	Reviews		
<p>Strategy 3: With the help of parents, review and approve campus needs assessment, the campus improvement plan and budget, the parent & family engagement policy, and the compact. This would be achieved through parent & family engagement activities, PTO meetings, campus & district surveys, and additional meetings with parents as needed.</p> <p>Strategy's Expected Result/Impact: Plan reviewed and revised</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>Funding Sources: - Title I, A - \$100</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Hold two Title I Annual Meetings before the first 6-weeks of school one different days of the week to increase opportunities for parent participation. At both meetings, the principal will review the annual campus rating from TEA and 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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Funding Sources: SMART Snacks to encourage parent attendance, parent materials - Title I, A - \$663</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: The principal will provide training for faculty and staff at the beginning of the school year to educate school staff on the value of parent contributions and ways to reach out to parents.</p> <p>Title I: 4.2</p> <p>Funding Sources: - Title I, A - \$0</p>	Formative		Summative
	Nov	Mar	June
			202
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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		
<p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Work with HR to aggressively recruit effective teachers by participating in district career fairs, expand partnerships with universities by hosting student teachers/interns, 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 Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			203
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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		
<p>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.</p> <p>Strategy's Expected Result/Impact: plan developed, certificates, agenda, meeting records</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches</p> <p>Title I: 2.6</p> <p>Funding Sources: Professional Development Materials - State Comp - \$2,000, Professional Development Materials - Title I, A - \$3,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide on-going support to 0-year experience teachers through attending all meetings/trainings held for new teachers, supporting mentor coordinators, and regular check-ins with new teachers.</p> <p>Strategy's Expected Result/Impact: Attendance at meetings. Retention of new teachers.</p> <p>Staff Responsible for Monitoring: Principal AP Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			204
Strategy 3 Details	Reviews		
<p>Strategy 3: 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)</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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		
<p>Strategy 1: Shared responsibilities in conducting faculty meetings - have others participate in leading welcome, good things, needs list, teambuilding activities, and launches.</p> <p>Strategy's Expected Result/Impact: agendas; increased participation in meetings</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop leadership team members that focuses on continuous improvement and positive change through weekly meetings and other leadership team activities.</p> <p>Strategy's Expected Result/Impact: agenda notes plans developed</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Develop faculty into a team that focuses on continuous improvement and positive change through faculty meetings, walkthroughs, PLCs and other development activities.</p> <p>Strategy's Expected Result/Impact: agenda notes plan developed</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June²⁰²⁵
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 implement with fidelity our campus emergency operations & discipline procedures to ensure staff and student safety.

Strategy 1 Details	Reviews		
<p>Strategy 1: Develop, refine, and implement a campus wide emergency operations plan through meeting with campus committee, safety committee members, and other stakeholders.</p> <p>Strategy's Expected Result/Impact: committee meetings</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide training and resources to all staff to address how to meet the social, emotional, and academic needs of economically disadvantaged students.</p> <p>Strategy's Expected Result/Impact: Agenda, minutes, observations of strategies in use</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Branch Elementary School

Total SCE Funds: \$89,689.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Instructional coaches, professional tutors, instructional resources and subscriptions to serve students who are at-risk for dropping out of school.

Personnel for Branch Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Instructional Coach	IC	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Instructional Coach	IC	Instructional Support	1

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
1	5	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
4	1	3			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials		\$3,000.00
1	1	4	Tutors		\$12,064.00
1	5	2	1 FTE, IC		\$72,625.00
4	2	1	Professional Development Materials		\$2,000.00
Sub-Total					\$89,689.00

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	1	Tutors, prof and para		\$100,865.00
1	1	1	Tutoring Snacks		\$1,000.00
1	1	2	Registration and travel costs		\$1,000.00
1	1	3	Instructional Subscriptions		\$5,050.00
1	1	3	Instructional Materials		\$7,500.00
1	4	2			\$1,448.00
1	5	2	1 FTE, IC		\$75,675.00
3	1	1	Parent resources	Parent Involvement, Resources	\$500.00
3	1	2	SMART Snacks to encourage attendance and meeting materials		\$500.00
3	1	3			\$100.00
3	1	4	SMART Snacks to encourage parent attendance, parent materials		\$663.00
3	1	5			\$0.00
4	2	1	Professional Development Materials		\$3,000.00
Sub-Total					\$197,301.00

Bryan Independent School District
Crockett Elementary
2024-2025 Campus Improvement Plan

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: June 3, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2024, the Crockett Elementary CNA Planning Team met on April 10th and May 2nd to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders Debi Ehrhardt, Principal, Sonya Harrington-AP, Denise Ramirez-Counselor, Teachers: Martha Nunez, Alicia Brown, Mlssy Edwards, Susan Bossier, Odhalys, Pereida, Leticia Garcia, Abby Yates, Laura Adams, Jennifer Jones, Parents/Community members: Joe Rodriguez, Kimberly Rodriguez, Norma Galvan, Hayden Ehrhardt, Gary Blazek.

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 4th grade
- Strong partnerships exist between school and families
- Consistent teaching staff with experience

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Needs

- Lower performance on TELPAS domains as it moves to the composite school for the upcoming school year
- Gap in achievement from 3rd to 4th grade based on STAAR results
- Lower attendance rates for PK/Kindergarten compared to entire campus

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 2024-25 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 School is an elementary school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Bryan, Texas (2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is \$38,000. 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

For the 2024-2025 school year, we have 421 students in grades PK-4. Of our 421 students, 64 (14.65%) are African American, 42 are White, and 315 are Hispanic the past three years. The following programs are housed on our campus: Dual Language, Bilingual, BEST, ESL

Looking at other information, we see that we have 91.5% that are economically disadvantaged and 47% that are limited emergent bilingual students along with 4.58% and 14.65% in our Gifted and Talented and Special Education programs respectively. These percentages have remained stable over the past three years.

There are 37 total teachers at Crockett Elementary. Of that number 8% are African American, 35% are White, and 57% are Hispanic. The average years of experience is 10 years.

Demographics Strengths

- Crockett staff is effective and fully certified in all areas.
- Technology is 1 to 1 for all students
- Grade 4 Students performed higher than previous school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increased class sizes and new staff to Crockett 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

For 2024, Crockett Elementary School had an Overall Domain Rating of 80. The Student Achievement Rating was C (72) , the School Progress Rating was B (81) (select highest of IIA or IIB), and the Closing the Gaps Rating was C (76).

The campus earned Distinction Designation in the following areas: None

STAAR/EOC results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Students performed at or above the state average at Meets Grade Level for the following grades/subjects: 3rd and 4th Grade Math

Students showed strong gains in the area of reading. Math and TELPAS continue to be a focus for student growth. Students and teachers benefit from tracking student progress data throughout the school year.

The following academic support programs are available on campus: Intervention Blocks for each grade level, Imagine Math (during school/after), Tutorials during the school day and afterschool. Use of Summit K-12 software for students in Grade 2-4.

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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

- Increases in reading scores as measured by STAAR
- Increase in TELPAS scores (earned 4 of 4 points)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Limited number of students making expected academic growth from 3rd to 4th grade. Decrease in math performance levels from previous year.

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 of EB students compared to other student groups. **Root Cause:** Lack of consistent high expectations for all students.

School Processes & Programs

School Processes & Programs Summary

Crockett Elementary uses the following practices to recruit, hire, and place staff: Team/Grade level interview team, mentoring program

Staff are evaluated annually according to district policy. Support is provided to staff based on need. Instructional coaches support teachers to provide high quality instruction.

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, all staff participated in the following professional development opportunities: Safe and Civil Schools, Reading Horizons, Capturing Kids Hearts

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	14.87%
ESL	1.14%
EB	47.14%
Eco Dis	91.53%
GT	4.58%
Dyslexia	3.89%
504	1.37%

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In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses were: failure to follow classroom rules. The campus continues to implement Safe and Civil Schools. Additionally, Crockett uses the following procedures to reduce the overuse of discipline practices:

Capturing Kids Hearts

Social Skills Lessons

Students participate in guidance lessons from the school counselor every two weeks to build character, social skills, study habits, and positive self image.

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.

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Problem Statement 2 (Prioritized): Increased class sizes and new staff to Crockett 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.

Perceptions

Perceptions Summary

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses were: Failure to follow school rules.

Truancy incidents were recorded for 7 referrals this school year.

Staff Engagement

The teacher retention data as reported on the most recent TAPR was 72.9%, which is down 12% from the prior year rate of 84.21%.

Results from the student survey indicate that more than 90% of students feel safe at school. There was a decrease (6%) in the rate of how people get along at school.

Family/Parent Engagement

Parent/family participation in campus events has increased as compared to prior years. The most attended events were: Trunk or Treat and Grade level events. The attendance rate for each event increased. Student attendance rates the day of grade level events was above 98%.

Perceptions Strengths

- Positive School Morale
- Strong partnerships exist between school and families
- National Showcase CKH School Designation

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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: Increased class sizes and new staff to Crockett will need additional support for the upcoming school year in content they have taught in the previous school year.

Root Cause 1: 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 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: 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 2: 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 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: Limited number of students making expected academic growth from 3rd to 4th grade. Decrease in math performance levels from previous year.

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

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

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- 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

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

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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

Goals

Revised/Approved: July 15, 2024

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 .

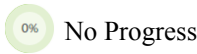
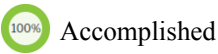
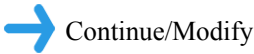

Evaluation Data Sources: Report Card Grades, EOY student data, STAAR scores, Walk through data, MAP results.

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Walkthroughs and Observations Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>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: Demographics 1 - School Processes & Programs 2 Funding Sources: - Local Funds - District, Author visit - Title I, A - \$2,900</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Agendas, meeting records, walkthroughs Staff Responsible for Monitoring: Instructional Coaches</p> <p>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</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>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).</p> <p>Strategy's Expected Result/Impact: Agendas, meeting records, walkthroughs</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Address the needs of all students, particularly those at-risk of failing state assessments by improving implementation and documentation of MTSS through individual teacher meetings, grade level meetings, and faculty meetings.</p> <p>Strategy's Expected Result/Impact: Walkthrough, observation data, Branching Minds Records</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor MTSS Coordinator</p> <p>Title I: 2.6</p> <p>Funding Sources: Academic Support Specialists FTE .71 - Title I, A - \$19,930, Academic Support Specialist FTE .29 - State Comp - \$7,755</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews 227		
<p>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).</p> <p>Strategy's Expected Result/Impact: Schedule, plan developed, progress notes</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Tutors-Professional - State Comp - \$6,141</p>	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Walkthrough, observation data</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional coaches</p> <p>Title I: 2.5</p> <p>Funding Sources: Tutorial Resources - Title I, A - \$2,000, Tutors-Para - Title I, A - \$17,747, Tutorial Resources - State Comp - \$20,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Items purchased, walkthroughs, observations</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches</p> <p>Title I: 2.5</p> <p>Funding Sources: Instructional Materials-Summit K-12 - Title I, A - \$4,800</p>	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
<p>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 2025 STAAR/TELPAS assessments. Review failure report each 6 weeks (with a monitoring of LEP, Sp-Ed, 504, and at-risk students).</p> <p>Strategy's Expected Result/Impact: Plan developed, agenda/notes</p> <p>Staff Responsible for Monitoring: Principal, AP, 3rd-4th grade teachers, Teachers of LEP students</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Increased class sizes and new staff to Crockett 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.</p>
Student Learning
<p>Problem Statement 1: Limited number of students making expected academic growth from 3rd to 4th grade. Decrease in math performance levels from previous year. Root Cause: Lack of focus on aligned interventions and monitoring of student progress of skills through out the school year.</p>
School Processes & Programs
<p>Problem Statement 2: Increased class sizes and new staff to Crockett 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.</p>

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		
<p>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</p> <p>Strategy's Expected Result/Impact: Support and retention of highly effective teachers</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Support and retention of highly effective teachers</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Agendas, increased participation in meetings</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Title I: 2.6</p> <p>Funding Sources: CKH Premium & Process Champions Training - Title I, A - \$7,050</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Continue to utilize Eduphoria --STRIVE walkthrough form to provide individual, specific feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Walkthroughs completed</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will attend district collaborative meetings for (A) professional growth opportunities, and (B) involvement in making decisions to the overall instructional program.</p> <p>Strategy's Expected Result/Impact: Attendance</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			231





Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Plan developed, certificates, agenda, meeting records</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches</p> <p>Title I: 2.4</p> <p>Funding Sources: Staff Development Supplies - Title I, A, Staff Development RH Coaching Days - Title I, A - \$7,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Campus and district administrators will work collaboratively to ensure that 100% of teachers and paraprofessionals are effective.</p> <p>Strategy's Expected Result/Impact: Teacher certification</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teacher certification</p> <p>Staff Responsible for Monitoring: Principal, HR director</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			232
Strategy 7 Details	Reviews		
<p>Strategy 7: Crockett staff will attend professional development and implement strategies to target violence prevention and drug use prevention.</p> <p>Strategy's Expected Result/Impact: Referral Reports, counselor referrals,</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
<p>Strategy 8: School counselor will provide meaningful opportunities for students to explore college/career options through out the school year.</p> <p>Strategy's Expected Result/Impact: Guidance Lessons, Career Day Materials</p> <p>Staff Responsible for Monitoring: Counselor, Principal, AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Counselor referrals, Office Referrals, Behavior room logs, Increased time in classrooms</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Behavior Management Specialist, Social Skills Interventionist</p> <p>Title I: 2.6</p>	Formative		Summative
	Nov	Mar	June
 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		
<p>Strategy 1: Weekly attendance reports, classroom incentives for perfect attendance, no tardy celebrations. Share attendance progress</p> <p>Strategy's Expected Result/Impact: Increase attendance rate</p> <p>Staff Responsible for Monitoring: Attendance clerk, AP, teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement attendance challenge with other elementary school</p> <p>Strategy's Expected Result/Impact: Increase student attendance rate and student academic performance due to increased instructional time.</p> <p>Staff Responsible for Monitoring: AP, attendance clerk, teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased involvement of all families, increased attendance/academics</p> <p>Staff Responsible for Monitoring: Teachers, principal, PE, AP, Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Building school/home partnerships</p> <p>Staff Responsible for Monitoring: Principal/AP/Teachers</p> <p>Title I: 4.2</p> <p>Funding Sources: Snacks provided for events - Title I, A - \$500, Materials for PFE Meetings - Title I, A - \$899</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Materials for PFE meetings - Title I, A - \$899</p>	Formative		Summative 235
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>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</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Regena Nelson	IA	0.29

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ELA IC	IC	Instructional Coach ELA	1
Interventionist	Reading Specialist		1
Math IC	IC	Instructional Support Math	1

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		\$6,141.00
1	1	6	Tutorial Resources		\$20,000.00
Sub-Total					\$109,521.00

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Author visit		\$2,900.00
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	1	CKH Premium & Process Champions Training		\$7,050.00
2	2	4	Staff Development RH Coaching Days		\$7,000.00
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
3	2	3	Materials for PFE meetings		\$899.00
Sub-Total					\$206,640.00

Bryan Independent School District
Fannin Elementary
2024-2025 Campus Improvement Plan

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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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.	23
Goal 3: The campus will synergize to implement and build leadership skills to empower all students and parents who enter the Fannin Falcon family.	25
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Comprehensive Needs Assessment

Revised/Approved: August 29, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

The 2024-2025 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:

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 244 assessments, including Benchmarks).

Ultimately, after all of our meetings, we realize that our three big focuses for the 2024-2025 school year include: data and goal setting (academics), social emotional learning (for all stakeholders) and leadership skill development, 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 June 2024

Needs Assessment Overview

Needs Assessment Overview Summary

The 2024-2025 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 June 4, 2024.

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.

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.

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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 2024-2025 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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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.

Fannin's Student Ethnic/ Group Distribution by Percentage:

School Year	2023-2024	2022-2023	2021-2022	2020-2021
African American	17.9%	21.6%	19.2%	16.4%
Hispanic	77.6%	68.3%	70.8%	74.2%
White	5.2%	8.7%	9.0%	8.5%
American Indian	0.6%	0.2	0.2%	0.2%
Asian	0	0	0%	0%
Pacific Islander	0%	0	0%	0.2%
Two-or-More Races	0.8%	1.2%	0.8%	0.4%
Economically Disadvantaged	92%	93%	95%	93.9%
English Learners	45.3%	42.5%	49.2%	47.4%
Migrant	1%	0.2%	0%	0%
Special Education	20%	28.6%	26.2%	29.2%
At-Risk	95%	75.1%	81.0%	84.7%

School Year	2023-2024	2022-2023	2021-2022	2020-2021
Homeless	0.6%	5.9	0%	0%
Total Population	364	426	480	458

Fannin's Staff Data by Percentage:

	2023-2024		
Number of Years Experience:			
Beginning teachers	7.7%		
1-5 years	42.3%		
6-10 years	15.4%		
11-20 years	30.8%		
Over 20 years	3.8%		
Teachers by Ethnicity:			
African American	20.9%		
Hispanic	46.5%		
White	31.2%		
American Indian	0%		
Asian	0%		247
Pacific Islander	0%		
Two or More Races	0%		
Total Staff	48.8		

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 leadership team has a couple of new members for 2024-25 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.

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 2024-2025 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 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. All returning teachers in 3rd and 4th grades

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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, Stemscores 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.

Fannin's Student Ethnic/ Group Distribution by Percentage:

	2023-2024	2022-2023	
African American	17.9%	21.6%	
Hispanic	77.6%	68.3%	
White	5.2%	8.7%	
American Indian	0.6%	0.2%	
Asian	0%	0%	
Pacific Islander	0%	0%	
Two-or-More Races	0.8%	1.2%	
Economically Disadvantaged	92%	93%	250
English Learners	45.3%	42.5%	
Migrant	1%	0.2%	
Special Education	20%	28.6%	
At-Risk	95%	75.1%	
Homeless	0.6%	5.9%	
Total Population	364	426	

Fannin's Staff Data by Percentage:

	2023-2024		
Number of Years Experience:			
Beginning teachers	29.2%		
1-5 years	22.7%		
6-10 years	22.8%		
11-20 years	16.7%		
Over 20 years	8.7%		
Teachers by Ethnicity:			
African American	6.5%		
Hispanic	57.7%		
White	35.8%		
American Indian	0%		
Asian	0%		
Pacific Islander	0%		
Two or More Races	0%		
Total Staff	48.8		

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. 251

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.

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:

The attendance rate at Fannin has improved since COVID years to close to 96% year to date. However, attendance rate is still among our biggest concern. Student discipline is not much of a problem.

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

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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

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

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

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- 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

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

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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		
<p>Strategy 1: Monthly MTSS meetings (academics and behavior) are held every 6 weeks to discuss student needs affecting student achievement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor and Teachers</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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 and an interventionist. Learning time will be increased by providing before, during, and after school tutoring and interventions as well as grade level educational field trips and Spring bootcamp instructional resources, supplies, and snacks ensuring a well rounded education is received.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and bridging the GAP.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers, and Tutors</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Tutors - State Comp - \$16,921, Tutors, - Title I, A - \$20,161, 1 FTE - Interventionist - Title I, A - \$27,042, Snacks - Tutoring - Title I, A - \$3,524, transportation/field trips - Title I, A - \$5,500</p>	Formative		Summative
	Nov	Mar	June ²⁵⁸

Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will provide differentiated instruction/materials (i.e. online resources such as Summit K-12, Learning A to Z) 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.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement on state standards.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, ICs</p> <p>Title I: 2.4</p> <p>Funding Sources: Intervention materials - Title I, A - \$20,616</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Fannin will make changes to our masters schedule to include an additional weekly conference meeting for teachers to develop a cadence of looking at student data and performance in order to provide timely and immediate feedback to students .</p> <p>Strategy's Expected Result/Impact: Progress monitoring of student data.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, ICs</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Administrators, ICs, and district personnel</p> <p>Title I: 2.6</p> <p>Funding Sources: Materials/Manipulatives - Title I, A - IC, 1 FTE - \$72,625, IC, 1 FTE - State Comp - IC, 1 FTE - \$75,675</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: High achievement by all students</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.5</p> <p>Funding Sources: Library Books - Title I, A - \$1,500, Library Books - ESSER - \$4,000</p>	Formative		Summative
	Nov	Mar	June





Strategy 3 Details	Reviews		
<p>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!</p> <p>Strategy's Expected Result/Impact: Higher achievement by all students.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, ICs, and paraprofessionals</p> <p>Title I: 2.6</p> <p>Funding Sources: Registration, travel - Title I, A - \$8,881, staff development contracted services - State Comp - \$5,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased achievement in core content areas, through reading and writing.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.5</p> <p>Funding Sources: Instructional materials/books - Title I, A - \$7,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Students will increase performance on district and state assessments, in particular on the new item designs.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, ICs, and tutors</p>	Formative		Summative
	Nov	Mar	June
			261
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased access to curriculum, resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Classroom teachers, ICs, administrators, and district technology staff.</p> <p>Funding Sources: Technology - State Comp - \$5,000, Technology - Title I, A - \$25,000</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  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, student-led conferences, 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





Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased family and community involvement and engagement.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, and teachers</p> <p>Title I: 4.1</p> <p>Funding Sources: Materials for parent information - Title I, A, Materials for Literacy Night - Title I, A - Parent Involvement</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased family engagement</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I: 4.2</p> <p>Funding Sources: PFE - snacks and parent materials located in the parent corner - Title I, A - \$627</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Higher level of parent comfort and trust in the school system.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, and teachers</p> <p>Funding Sources: PFE - translation services - Title I, A - \$286</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.)</p> <p>Strategy's Expected Result/Impact: Stronger level of school/home trust.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Increased genuine school-family partnership.</p> <p>Funding Sources: - Title I, A - ESSER - \$500</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Monthly meetings will held to increase family engagement and SEL. 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.</p> <p>Title I: 4.2</p> <p>Funding Sources: PFE Materials - Title I, A - \$1,100, PFE snacks to encourage parent attendance - Title I, A - \$464, PFE, registration and travel expensive - Title I, A - \$250</p>	Formative		Summative
	Nov	Mar	June
			264
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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</p> <p>Funding Sources: Instructional resources geared for student growth that is level appropriate - Local Funds - Campus - \$5,500</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Funding Sources: Books and other materials - Local Funds - Campus - \$500, Books and other materials - Local Funds - Campus - \$500</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will be trained on how to recognize, served, and meet the needs of diverse student groups. Strategy's Expected Result/Impact: Increased Identification of GT, high achieving, and students' leadership skills. Staff Responsible for Monitoring: Administrators, Teachers, ICs</p> <p>Title I: 2.5</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		\$16,921.00
1	2	1	IC, 1 FTE	IC, 1 FTE	\$75,675.00
1	2	3	staff development contracted services		\$5,000.00
1	3	1	Technology		\$5,000.00
Sub-Total					\$102,596.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1 FTE - Interventionist		\$27,042.00
1	1	2	Snacks - Tutoring		\$3,524.00
1	1	2	Tutors,		\$20,161.00
1	1	2	transportation/field trips		\$5,500.00
1	1	3	Intervention materials		\$20,616.00
1	2	1	Materials/Manipulatives	IC, 1 FTE	\$72,625.00
1	2	2	Library Books		\$1,500.00
1	2	3	Registration, travel		\$8,881.00
1	2	4	Instructional materials/books		\$7,000.00
1	3	1	Technology		\$25,000.00
2	1	1	Materials for parent information		\$0.00
2	1	1	Materials for Literacy Night	Parent Involvement	\$0.00
2	1	2	PFE - snacks and parent materials located in the parent corner		\$627.00

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	PFE - translation services		\$286.00
2	1	5		ESSER	\$500.00
2	1	6	PFE Materials		\$1,100.00
2	1	6	PFE, registration and travel expensive		\$250.00
2	1	6	PFE snacks to encourage parent attendance		\$464.00
Sub-Total					\$195,076.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Library Books		\$4,000.00
Sub-Total					\$4,000.00

Bryan Independent School District
Henderson Elementary
2024-2025 Campus Improvement Plan



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 2024, the Henderson Elementary CNA Planning Team met on April 10 and May 13 to conduct a comprehensive needs assessment of the entire school. The planning team was made up of the following stakeholders:

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included: Accountability data, STAAR data, TELPAS data, discipline data, MAP data, Attendance - including chronically absent, District student, staff, and parent survey data, CKH student, staff, and parent survey data, Staff demographic data, Student enrollment data.

As a result, the team identified the following areas of **strengths**:

- Good balance between teacher/staff and student ratio when it comes to ethnicity.
- We still have veteran teachers/staff.
- We are identifying students's needs and providing an IEP.
- We are celebrating all cultures
- We are teaching Essential 8 lessons and The Spot lessons to help students

As a result, the team identified the following areas of **weaknesses**:

- Overall, the student population is going down, and the ratio of Sped. population is going up, therefore more staff is needed, or staff needs more training to meet the needs of the Sped. students
- Teacher retention is not where we want it to be.
- More PD for teachers with 1-5 years of experience is needed/wanted, on topics like Sped and Social-emotional.
- We want to try different things to solidify the home-school partnership and bring in more parents to school
- MAP scores need to increase
-

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The team found targeted areas of need:

- Student achievement in the State Assessments, TELPAS and STAAR and the District Assessment, MAP is not where we want it.
- Students come to us lacking social skills, therefore all teachers and staff require more training to teach the skills needed.

For the 2024-2025 school year, we will work on the following areas:

- Keep the PD on Social/Emotional skills
- Improve on the MTSS system we have in place
- Provide a choice to teachers on the type of PD given according to their needs and the needs of the students.
- Continue to have different opportunities for parents to come to the school such as grade level nights, STAAR and TELPAS nights.
- Continue to implement Safe & Civil Schools.
-

Demographics

Demographics Summary

Henderson Elementary is a PreK-4th grade school with approximately 564 students. We have 9.57% African American, 0.56% American Indian, 0.56% Asian American, 79.36% Hispanic, 3% Multi-Racial, 7.3% 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.

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

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1 Principal Secretary

1 Registrar

1 Counselor

1 Principal

1 Assistant Principal

2 Instructional Coaches- 1 Language Arts and 1 Math

17 of our teachers are Hispanic, 21 are White. We have 2 male teachers and the rest are females.

Student Learning

Student Learning Summary

	RLA	Math
3rd Grade	50%	43%
4th Grade	47%	47%

	3rd Math	3rd RLA	4th Math	4th RLA
All Students	39%	47%	54%	37%
Black/African American	25%	63%		
Hispanic	36%	43%	51%	37%
White	75%	75%	82%	36%
Eco Dis	35%	41%	51%	38%
EB	25%	45%	46%	38%
SPED	29%	29%	39%	11%

Our students are doing well on TELPAS. Most of them are growing each year.

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Student Learning Strengths

4th Math scored high

Math is heavily tested throughout the year, which could explain the high scores.

1st Grade moves Beginning TELPAS students to higher levels.

Overall, TELPAS is a strength.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in 3rd didn't score high on the Math STAAR test. **Root Cause:** New teachers were teaching the content.

Priority Problem Statements

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 Reading/Languages Arts, and Math by 3 percentage points on Spring 2025 STAAR assessments as compared to Spring 2024.

High Priority

Evaluation Data Sources: STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Reviews		
<p>Strategy 1: Henderson Elementary will provide a Reading interventionist, professional tutors and teacher 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.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>Funding Sources: - Title II, A - \$70,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: 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 the social-emotional needs of the students.</p> <p>Strategy's Expected Result/Impact: Increased Reading and Math Scores</p> <p>Title I: 2.4</p> <p>Funding Sources: Reading A-Z, Flowcabulary, Summit K-12, technology - \$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 - Title I, A - \$15,000</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>Strategy 3: 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.</p> <p>Title I: 2.4</p> <p>Funding Sources: - Title I, A - \$5,000</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





High Priority

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

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: Increase the percentage of Emergent Bilingual students, achieving Meet Grade Level on STAAR Reading/Language Arts by 3 percentage points on Spring 2025 STAAR assessments as compared to Spring 2024.

Evaluation Data Sources: STAAR, DBAs, Benchmarks

Strategy 1 Details	Reviews		
<p>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 & Emergent Bilingual to close the gaps experienced during the pandemic. This strategy will also address social emotional needs of the students.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Scores Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6 Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: At least 5% of students receiving Special Education services achieving Meets Grade Level on STAAR Languages Arts, and Math by 3 percentage points on Spring 2025 STAAR assessments as compared to Spring 2024.

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

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: At least 5% of students who have previously failed or are at risk of failing STAAR achieving Meets Grade Level on STAAR Languages Arts, and Math by 3 percentage points on Spring 2025 STAAR assessments as compared to Spring 2024.

Evaluation Data Sources: STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Reviews		
<p>Strategy 1: 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.</p> <p>Title I: 2.4</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: Teachers will review data during PLC and create lesson plans that follow the district's curriculum. Instructional Coaches and teachers will work together to ensure alignment with the TEKS and to meet the needs of the students.

Evaluation Data Sources: Mastery checks, concept checks, DBAs, Benchmarks, STAAR and TELPAS

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: Henderson Elementary will provide a Reading interventionist, professional tutors and teacher 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.

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 94% to 95.0% by May 2025.


High Priority

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

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 support for students.





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

Strategy 1 Details	Reviews		
Strategy 1: Counselor will create a schedule that allows her to conduct her lessons in all classrooms. All students will benefit from seeing the counselor.	Formative		Summative
	Nov	Mar	June
			

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 2024-2025 as they did in 2023-2024.





Evaluation Data Sources: Annual survey
Safety audit results

Strategy 1 Details	Reviews		
Strategy 1: Teachers and Staff will implement PBIS strategies around Henderson. Teachers will be able to manage student behavior and aid the students who need extra support, the behavior interventionist will also support those students. Teachers and staff will be able to refer students to MTSS to create a plan for students who need more a intensive plan	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: Teachers and staff will receive a training and reminders throughout the year on confidentiality.	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Principal</p> <p>Title I: 4.1</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: The teacher turnover rate will decrease from 18.9%, as reflected in the 2021-2022 TAPR report to XX% in 2024-2025.





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

Strategy 1 Details	Reviews		
<p>Strategy 1: At the beginning of the year, teachers and staff will receive training on various topics, including PBIS, data, lesson planning, Safety and security, TTESS, etc. More training will be provided during the year on PLC, These topics will be selected based on the needs teachers and students have.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 2024 Survey.


Evaluation Data Sources: annual staff survey data

Strategy 1 Details	Reviews		
Strategy 1: We will celebrate all the successes of teachers and staff during the year. We will do this with daily affirmations from peer to peer during morning announcements, weekly affirmations on the newsletter and staff shout out on Class Dojo.	Formative		Summative
	Nov	Mar	June
 No Progress  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 & New Teacher Academy.





Strategy 1 Details	Reviews		
Strategy 1: Teachers will receive a campus or district mentor according to their needs.	Formative		Summative
	Nov	Mar	June



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		
Strategy 1: Henderson will work with First Presbyterian Church during the year.	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: Henderson will participate in different events such as the Fiestas Patrias Parade, Relay for Life, etc.	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Henderson will provide two Title 1 meetings at different times and dates to parents to learn about Title 1. The presentation in Title 1 Crate will be used to ensure all topics are covered</p> <p>Title I: 4.1</p> <p>Funding Sources: Snacks to encourage attendance - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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, STAAR Night, and a TELPAS Night.</p> <p>Funding Sources: Meeting materials and Snacks to encourage attendance - - Title I, A - \$2,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Funding Sources: Smart Snacks to encourage attendance - - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: 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

Evaluation Data Sources: TEA Cohort list, TEA graduation report, Benchmark data

Strategy 1 Details	Reviews		
Strategy 1: MTSS Meetings will be held for students who are struggling academically, behaviorally, socially, or have a medical condition. The committee will make recommendations and will create a plan for interventions, accommodations, supplemental aids, counseling services, etc. Branching Minds will be used to document. Follow up meetings will be scheduled.	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Teachers and staff will track data in an effort to intervene early. ICs will guide teachers on how to keep track of the data as mastery checks, DBAs, benchmarks will be used. Data talks with Mrs. Chupp occur during the year.	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Teachers will set goals with students individually on AR, DBA, Benchmarks, MAP, Imagine Math, TELPAS and STAAR.	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Campus data updates will be provided monthly during faculty meetings. Principal, AP, and ICs will monitor academic data in order to provide support. Attendance data will be monitored by the principal, AP, attendance clerk, with the help of teachers. Parents will be informed of these updates.	Formative		Summative
	Nov	Mar	June
			297
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

Title II, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$70,000.00
Sub-Total					\$70,000.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading A-Z, Flowcabulary, Summit K-12, technology - \$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		\$15,000.00
1	1	3			\$5,000.00
1	3	1			\$0.00
2	5	1			\$0.00
4	3	2	Snacks to encourage attendance		\$500.00
4	3	3	Meeting materials and Snacks to encourage attendance -		\$2,000.00
4	3	4	Smart Snacks to encourage attendance -		\$500.00
Sub-Total					\$23,000.00

Bryan Independent School District
Houston Elementary
2024-2025 Campus Improvement Plan

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

Demographics

Demographics Summary

Houston is a PreK-4th grade campus of approximately 485 students. Of those students, 27% are Hispanic, 2% African-American, 62% White and 5% Two or more races. Approximately 1% of our students are English Language Learners. 30% of our students qualify for and participate in the free/reduced lunch program. In addition to our general education classes, we serve 93 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.

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, Pastries for Parents, 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, 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.

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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

- 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
- 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
- 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

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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

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

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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

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

Strategy 1 Details	Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increased teacher content knowledge. Increased student achievement</p> <p>Staff Responsible for Monitoring: Kerri Rothell, Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach - State Comp - \$75,676</p>	Formative		Summative
	Nov	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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 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 24-25 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 2024-25 school year.

Strategy 1 Details	Reviews		
<p>Strategy 1: Houston Elementary will support students identified as at-risk of dropping out of school as well as work to close the learning gap via tutoring during the school day.</p> <p>Strategy's Expected Result/Impact: Reducing the drop-out rate</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Tutors - State Comp - \$9,300</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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 96% attendance rate for the 2024-2025 school year. DIP

Strategy 1 Details	Reviews		
<p>Strategy 1: Educate parents on attendance requirements and the importance of attendance in regard to student academic achievement.</p> <p>Strategy's Expected Result/Impact: Increase parental awareness on attendance policies Increase student attendance Increased academic performance</p> <p>Staff Responsible for Monitoring: Principal/AP Attendance Clerk Teachers</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Regular attendance committee meetings to monitor attendance and track at-risk students who are not meeting attendance requirements</p> <p>Strategy's Expected Result/Impact: Increased student attendance Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP Attendance Committee</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Conduct parent conferences with administration to discuss attendance concerns.</p> <p>Strategy's Expected Result/Impact: Increase parental awareness of attendance policies Increased student attendance Increased student achievement</p> <p>Staff Responsible for Monitoring: AP Attendance Clerk</p>	Formative		Summative
	Nov	Mar	June
			309
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Strategy 1 Details	Reviews		
<p>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 monthly staff meetings.</p> <p>Strategy's Expected Result/Impact: Decreased behavior/violent incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: PBIS team Teachers</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: PBIS team Counselor</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will teach Essential 8 lessons once per week and social skills lesson 4 days per week.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: PBIS team Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June³¹⁰

Strategy 4 Details	Reviews		
<p>Strategy 4: PBIS team will meet monthly to analyze data, report on progress/needs, determine impact of implementation and discuss focus for each subcommittee.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture</p> <p>Staff Responsible for Monitoring: PBIS team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: plan developed, certificates, agenda, meeting records</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide on-going support to 0-year experience teachers through attending all meetings/trainings held for new teachers, supporting mentor coordinators, and regular check-ins with new teachers.</p> <p>Strategy's Expected Result/Impact: Attendance at meetings. Retention of new teachers.</p> <p>Staff Responsible for Monitoring: Principal AP Instructional Coaches</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Strategy 1 Details	Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: sign-in, pictures</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: With the help of parents, review and approve campus needs assessment, the campus improvement plan and budget, the parent & family engagement policy, and the compact. This would be achieved through parent & family engagement activities, PTO meetings, campus & district surveys, and additional meetings with parents as needed.</p> <p>Strategy's Expected Result/Impact: Plan reviewed and revised</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: The principal will provide training for faculty and staff at the beginning of the school year to educate school staff on the value of parent contributions and ways to reach out to parents.</p>	Formative		Summative
	Nov	Mar	June
314			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Houston 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: Provide consistent home/school communication through Tuesday folders, Blackboard, Emails & Newsletter flyers Strategy's Expected Result/Impact: Increased communication Staff Responsible for Monitoring: Principal Secretary Teachers Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June ³¹⁵
Strategy 4 Details	Reviews		
Strategy 4: Parent/Teacher conferences and home visits held during fall and spring semesters. Strategy's Expected Result/Impact: Increased communication and family/community engagement Staff Responsible for Monitoring: Principal/AP ICs Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: Host Family Academic Nights (one per semester). Strategy's Expected Result/Impact: Increased communication and family/community engagement Staff Responsible for Monitoring: Principal Parent Involvement Committee Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: Grade level music and art programs held throughout the school year to showcase student talents. Strategy's Expected Result/Impact: Increased communication and family/community engagement Parent buy-in Positive student reinforcement Staff Responsible for Monitoring: Specials team Teachers	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
Strategy 7: 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	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
Strategy 8: 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. 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 Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
			316
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Strategy 1 Details	Reviews		
<p>Strategy 1: Develop, refine, and implement a campus wide emergency operations plan through meeting with campus committee, safety committee members, and other stakeholders.</p> <p>Strategy's Expected Result/Impact: committee meetings</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Continue to implement approved sustainable, positive and preventative discipline management structures including Houston's Guidelines for success, class social contracts/rules, CHAMPS, greeting students at the door, safe place, responsibilities/jobs board, and the Student Code of Conduct.</p> <p>Strategy's Expected Result/Impact: Create a positive culture conducive to teaching and learning</p> <p>Staff Responsible for Monitoring: Principal, AP, PBIS Team, Counselor</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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

Strategy 1 Details	Reviews		
<p>Strategy 1: 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</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Work with HR to aggressively recruit effective teachers by participating in district career fairs, expand partnerships with universities by hosting student teachers/interns, 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</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: plan developed, certificates, agenda, meeting records</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Develop leadership team members that focuses on continuous improvement and positive change through weekly meetings and other leadership team activities.</p> <p>Strategy's Expected Result/Impact: agenda notes plans developed</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop faculty into a team that focuses on continuous improvement and positive change through faculty meetings, walkthroughs, PLCs and other development activities.</p> <p>Strategy's Expected Result/Impact: agenda notes plan developed</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Houston Elementary

Total SCE Funds: \$99,265.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Houston Elementary will provide an Instructional Coach and professional tutors to supplement the regular education program for students who are identified as at-risk of dropping out of school.

Personnel for Houston Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Instructional Coach	ELA	1

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
2	2	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	2	8			\$0.00
Sub-Total					\$0.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$75,676.00
1	2	1	Professional Tutors		\$9,300.00
Sub-Total					\$84,976.00

Bryan Independent School District
Johnson Elementary
2024-2025 Campus Improvement Plan



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

Johnson's CNA Committee met on March 28th, April 25th, and May 13, 2024 to analyze 2023-2024 data and evaluate campus' strengths and weaknesses. The CNA was finalized on May 15, 2024.

The first meeting was held in March when the team, which was composed of grade level leaders, instructional coaches, campus counselor, professional specialists, 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.

The CNA Committee praised several areas of reinforcement.

Looking at the campus' demographics, Johnson is seeing an increase in diversity. Our Hispanic and African American populations have both been on the rise since 2021. Not only is this seen in our student population, but also within the faculty and staff. The campus also holds on to the highest year-to-date attendance percentage of all elementary campuses.

When visiting with parents and community representatives, affirmations include increased communication between school and home. This has been a continued goal, coupled with providing families more opportunities to get involved. Another strength highlighted is the positive rapport between families, teachers, students and the overall school community. Due to this relational capacity, teacher retention remains healthy. An area to focus on moving forward is increasing strategies to help provide resources to support academic success on the home front.

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, the number of students that have been identified through MTSS in comparison to previous years has dramatically decreased. This celebration is due to a result of teachers becoming more comfortable in implementing interventions routinely and effectively before identifying. Once appropriately identified, students 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 Spring 2024 Benchmarks compared to last year's Benchmarks look drastically different. Our overall report card grade went from a 52 to 78. Looking specifically at reading and math growth combined, Johnson increased from a 46 to 71. Moving forward, teachers will keep using all data to drive first class instruction that is focused on meeting all individual students' needs.

Looking at identified needs for the 2024-2025 school year, intentional data digs will be top priority as teachers and admin. support team work together on growing our students across all grade levels. Weekly Encore periods will be traded out for longer and more meaningful PLCs. With today's rigorous learning standards and expectations, this goal will allow more time for teachers to dig into and study the curriculum as a team and prepare small group instruction as needed.

(Title 1 Element 1)

Demographics

Demographics Summary

Johnson Elementary is one of fourteen elementary schools in Bryan ISD. The 2023-2024 school year is ending with a total enrollment of 471 students, with 3rd and 4th grade both having the highest number of students (101 for 3rd, 99 for 4th). Kindergarten continues to have the lowest enrollment count with 82 total number of students. Of all 471 Johnson Jaguars, 56% are Hispanic, 30% are White and 9% are African American.

In regards to special programs, 48% of the student population is considered at-risk. Due to Dyslexia currently falling under the SPED umbrella, only about 6% of students receive accommodations through 504. 15% of students receive services through Special Education. 22% of students are identified as LEP and are participating in Johnson's Two-Way Dual Language Program. Looking at the number of students who qualify for Gifted & Talented, only 10% of students are pulled out. 47% of those GT students are Hispanic, 43% are White and 4% are African American.

Throughout the last few years, each grade level has slowly dropped from housing 3 monolingual classrooms to only 2. Each grade level still has 3 TWDL classrooms making the total number of classes per grade being 5.

Johnson Elementary continues to rank at the top of the District with a year-to-date attendance rate of 96.40%. This is about a 1% increase from the previous school year.

Demographics Strengths

-Increase in diversity for students and staff.

-Increase in Hispanic population receiving GT services.

-Highest YTD% attendance rate at the elementary level in the District. (~1% increase from 2022-2023 school year.)

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Problem Statements Identifying Demographics Needs

Problem Statement 1: From 2020-2023, EB enrollment count is staying stagnant indicating that students who are eligible to take TELPAS are not exiting EB status. **Root Cause:** Teachers are not dedicating the time necessary to fully prepare students to reach an exit status.

Problem Statement 2: GT enrollment counts are significantly lower in 1st grade than all other grade levels. **Root Cause:** Lack of training and on-going collaboration between GT services at the District level and campus level.

Student Learning

Student Learning Summary

Based on STAAR 2023, Johnson is a 'B' rated campus! Looking at Spring 2024 Benchmarks vs. Spring 2023 Benchmarks, our overall report card increased from a 52 to a 78. Reading and math growth combined increased from a 46 to 71. Individual teacher growth dramatically increased which contributed to the significant gains across the board. TIA has positively impacted student growth.

Looking specifically at TELPAS, Johnson has a high number of 3rd and 4th grade students scoring in advanced or advanced high categories. 84% of 4th graders are scoring at the advanced/advanced high range and 67% of our 3rd graders are also performing in this range. Based on 2022-2023 TELPAS results, Johnson does not have any Kindergarten, 1st and 2nd grade students performing in the advanced high range. In an effort to increase the number of lower elementary students scoring at least at the advanced level, PLCs for next school year will have a heavier focus on incorporating 7 Steps to a Language Rich Classroom into daily instruction. There will also be more discussions on how Summit K-12 is implemented in the classroom during weekly planning. Data shows that effective use of Summit K-12 results in higher TELPAS performance.

Student Learning Strengths

-Spring 2024 Benchmark overall report card increased from a 52 to a 78 from 2023 Spring Benchmarks.

-Reading and math growth combined has increased from a 46 to 71.

-3rd & 4th grade students are reaching an advanced or advanced high performance level on TELPAS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on 2023 STAAR data, academic growth was a scale score of 78. **Root Cause:** There's not enough time dedicated to intentional planning during weekly PLCs.

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Problem Statement 2: Based on 2023 TELPAS results, 70% of 3rd graders are not performing advanced or advanced high in speaking. **Root Cause:** 7 Steps to a Language Rich Classroom is not included and/or discussed in routine lesson planning.

School Processes & Programs

School Processes & Programs Summary

Looking at Johnson's programs and processes, 48% of the student population is considered at-risk. Due to Dyslexia currently falling under the SPED umbrella, only about 6% of students receive accommodations through 504. 15% of students receive services through Special Education. Even though there is an increase in the number of students being served through Dyslexia or Section 504, Johnson's overall identification process through MTSS has dramatically improved. Last school year students went through RTI and this year, students came to the MTSS table.

22% of students are identified as LEP and are participating in Johnson's Two-Way Dual Language Program. Heading into the 2024-2025 school year, there will be more accountability in staying faithful to the TWDL framework. Even more efforts will also be made in making sure all TWDL classes are equally balanced between our Native English and Native Spanish speakers, and that the practice of language partners is being implemented.

Evaluating the number of students who qualify for Gifted & Talented, only 10% of students are receiving pull-out services. This low percentage could be due to students who are identified as HA (High Achieving) not officially qualifying under GT. To make sure students who are considered HA are continuing to grow, a closer look at their in-class learning will be reassessed in weekly PLCs.

Finally, the BEST Program was new to Johnson this school year. Although on-going challenges were presented throughout the fall semester of implementation, drastic improvement in practices was noticed in the Spring.

School Processes & Programs Strengths

- Increased collaboration between departments (504, SPED, Dyslexia).
- Students needing additional services are being identified.
- A strengthened/much improved MTSS Process.
- BEST students are being successful in an open-concept environment.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 63% of disciplinary duration totals came from students who participate in the BEST program. **Root Cause:** Lack of teacher training on implementing with fidelity individual student IEPs and/or BIPs.

Problem Statement 2: A high population of Johnson TWDL teachers is not faithfully and consistently following through with the TWDL framework. **Root Cause:** Due to the imbalance of Native English and Native Spanish speakers in TWDL classrooms, teachers are not implementing the correct framework for a successful Dual Language program.

Perceptions

Perceptions Summary

Johnson Elementary has a strong reputation centered around unity and family. As a campus, diversity is continuously celebrated which contributes to an overall positive school/ community culture and climate.

Family engagement events have remained a top priority, as well as, strengthening teacher-parent communication and partnerships. An area of reinforcement from parent District and CKH surveys continues to center around communication and feeling like a member of the Johnson family. Johnson's social media presence has made/continues to make its' mark where daily celebrations and/or affirmations are highlighted.

As far as teacher satisfaction, retention is staying solid. A strong Sunshine Committee, PTO and routine affirmations have contributed to teachers remaining positive. A goal for next school year is to implement more team bonding opportunities at monthly faculty meetings or host off-campus social gatherings.

Even though the BEST program has been a challenge, the Johnson faculty and staff overall has become stronger and more knowledgeable because of it.

Perceptions Strengths

- Parents see themselves as partners in their child's education.
- Increased parent involvement and engagement opportunities.
- The administration team seeks staff input when making decisions.
- Teachers enjoy coming to work.

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Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to the number of behavior incidents recording in Branching Minds, teachers feel that behavior/discipline isn't handled effectively. **Root Cause:** There is a new norm for student behaviors and teachers aren't adopting best teaching practices.

Problem Statement 2: On Spring 2024 CKH survey, teachers and staff rated the overall culture and climate a 4 out of a 4.5. **Root Cause:** CKH Processes are not being implemented with intentionality and fidelity. Not all faculty and staff are CKH trained.

Priority Problem Statements

Goals

Revised/Approved: June 5, 2024

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 & 4th Reading and Math will increase by June 2025.

High Priority

Evaluation Data Sources: Informal & formal observations, lesson plans, PLC meeting evidence, District Based Assessments, Spring Benchmarks, BOY/MOY/EOY Map data, ECRs & SCRs, STAAR

Strategy 1 Details	Reviews		
<p>Strategy 1: To increase learning time, promote a well-rounded education, and provide opportunities to all students, quality Tier 1 instruction will be provided and protected.</p> <p>Strategy's Expected Result/Impact: Improved student achievement data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Subscriptions - Title I, A - \$6,000</p>	Formative		Summative
	Nov	Mar	June
			333

Strategy 2 Details	Reviews		
<p>Strategy 2: All grade level teachers will meet weekly with the administration team and instructional coaches to review, evaluate and analyze student data. An action plan will be created for growing all students, particularly those at-risk for failing State academic standards or dropping out of school.</p> <p>Strategy's Expected Result/Impact: Progress monitoring of student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Materials, Tutor Support - Title I, A - \$2,500</p>	Formative		Summative
	Nov	Mar	June

 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: 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 meeting evidence, District Based Assessments, Spring Benchmarks, BOY/MOY/EOY MAP data, ECRs & SCRs, STAAR





Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved student achievement data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach - Title I, A - \$74,450, Instructional Coach - State Comp - \$72,625</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will track individual student progress through anecdotal notes and monitor interventions being used in Branching Minds.</p> <p>Strategy's Expected Result/Impact: Improved student achievement data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
			335

Strategy 3 Details	Reviews		
<p>Strategy 3: Professional tutors will be hired to support interventions and address needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Improved student achievement. Closing academic gaps.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Tutoring - Title I, A - \$34,305, Professional Tutoring - State Comp - \$12,042, SMART Snacks - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Relational capacity will strengthen between the school community, families, employees and students.

Performance Objective 1: By implementing attendance incentives, student attendance will increase by 1%.

Evaluation Data Sources: Individual class attendance records, daily YTD attendance reports, DVT meetings, STAAR, student data, CKH surveys





Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus wide attendance challenges each six weeks.</p> <p>Strategy's Expected Result/Impact: Increased learning time. Improved student achievement data. Increase in attendance rate.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Teachers, Attendance Clerk</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Student incentives - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: PBIS acknowledgement system will have additional focuses on student achievement and class attendance to increase learning time.</p> <p>Strategy's Expected Result/Impact: Improved student achievement data. Increase campus attendance rate.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Student incentives - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			337
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Relational capacity will strengthen between the school community, families, employees and students.

Performance Objective 2: Consistent communication across grade levels will increase parent involvement during all family engagement events.

Evaluation Data Sources: Parent & employee surveys, attendance records, discipline data, climate & culture

Strategy 1 Details	Reviews		
<p>Strategy 1: All families will be invited to meetings including BOY informational meetings, Title 1 annual meetings, parent orientation, academic events, PTO, etc. that are offered at flexible times, simultaneously online, to meet as many family schedules as possible.</p> <p>Strategy's Expected Result/Impact: Reduce barriers to increase family engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, All Teachers</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplemental materials & SMART snacks to encourage attendance - Title I, A - \$715</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Parent feedback will be highly encouraged through multiple family surveys and requests for input at parent meetings. The Campus Improvement Plan, Parent Family Engagement Policy & Home-School Compacts are jointly developed in the Spring with families. Each will be shared at annual Title 1 annual meetings, BOY informational meetings, as well as, at fall parent-teacher conferences. All will be made available in English & Spanish, be posted on the campus' website, and copies will be available at the front office upon request.</p> <p>Strategy's Expected Result/Impact: Positive family-school partnerships.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Meeting materials & SMART snacks - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June
			338

Strategy 3 Details	Reviews		
<p>Strategy 3: Johnson educates teachers, with parent input, on the value of 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.</p> <p>Strategy's Expected Result/Impact: Positive family-school partnerships.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Teachers</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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 & CKH surveys, campus culture & climate

Strategy 1 Details	Reviews		
<p>Strategy 1: Johnson will recruit effective teachers and provide teacher and staff support, to ensure all students are taught by highly effective teachers and staff.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Assist teachers and paraprofessionals to meet the certification requirements as needed.</p> <p>Strategy's Expected Result/Impact: Empowering teachers so we can empower students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: Teacher certification fees - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			340

Strategy 3 Details	Reviews		
<p>Strategy 3: Instructional coaches, in coordination with the Principal & Assistant Principal, will provide support for all teachers through classroom observations & feedback, differentiation strategies (including technology), and ongoing PLCs that include PD training/best practices.</p> <p>Strategy's Expected Result/Impact: Increase partnership between teachers, instructional coaches and administration to help student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I: 2.4</p> <p>Funding Sources: CKH PD Contract - Title I, A - \$6,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Continue to implement PBIS processes (including CKH) and other PD goals to support a positive culture & climate.</p> <p>Strategy's Expected Result/Impact: Teacher accountability and positive school culture which impacts student learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Foundations Committee</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: Student & Teacher incentives - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Incorporate more team building activities amongst staff to foster teacher retention.</p> <p>Strategy's Expected Result/Impact: Encouraging a supportive school climate. Positive work and learning environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Sunshine Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: PD materials - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			341

Strategy 6 Details	Reviews		
<p>Strategy 6: Develop and monitor teacher improvement goals through T-TESS system in order to grow and improve teacher performance.</p> <p>Strategy's Expected Result/Impact: Growing teachers to increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Funding Sources: Instructional materials - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Student incentives		\$0.00
2	1	2	Student incentives		\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	2	Teacher certification fees		\$0.00
3	1	4	Student & Teacher incentives		\$0.00
3	1	5	PD materials		\$0.00
3	1	6	Instructional materials		\$0.00
Sub-Total					\$0.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach		\$72,625.00
1	2	3	Professional Tutoring		\$12,042.00
Sub-Total					\$84,667.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Subscriptions		\$6,000.00
1	1	2	Instructional Materials, Tutor Support		\$2,500.00
1	2	1	Instructional Coach		\$74,450.00
1	2	3	SMART Snacks		\$500.00
1	2	3	Professional Tutoring		\$34,305.00
2	2	1	Supplemental materials & SMART snacks to encourage attendance		\$715.00
2	2	2	Meeting materials & SMART snacks		\$500.00
3	1	3	CKH PD Contract		\$6,000.00
Sub-Total					\$124,970.00

Bryan Independent School District
Jones Elementary
2024-2025 Campus Improvement Plan



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 2024, the Anson Jones Elementary CNA Planning Team met on March 25 and April 22 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders:

Name	Role – Principal, Parent, Teacher, etc.	Responsibility	Name	Role – Principal, Parent, Teacher, etc.	Responsibility
Principal:			Community/Business:		
Alma Velez	Principal	Data, meetings	Dena Palermo	Community	questions, input
Teachers:			Alice Bost	Community	questions, input
Shirley Platt	4th gr. Teacher	Input	Daniel Hernandez	Business	questions, input
Sally Ryan	3rd gr. Teacher	Input	Other School Leaders:		
Katy Derkowski	2nd gr. Teacher	Input	Demetruis Darnell	AP	
Jessica Ginn	1st gr. Teacher	Input	Tara Hunter	AP	
Tami Glenn	Kinder Teacher	Input	Paraprofessionals:		
Terri Buckland	PreK Teacher	Input	Margarita Cruz	Receptionist	Input
Daisy Rodriguez	4th gr. Teacher	Input			
Lori Stewart	PE Teacher	Input	Pupil Services Personnel:		
Auxiliadora Cobo	3rd gr. Teacher	Input			
Bertha Montanez	Kinder Teacher	Input			
SPED Staff:			Ellen Crawford	Counselor	Data, input
Rachael Nemeac	ECSE Teacher	Input	Rachael Murphy	Instructional Coach	Data, input
Christy Yeats	Resource/ICS Teacher	Input	Students (secondary):		
Parents:					
Maria Govea	Parent	questions, input			
Maria Nava	Parent	questions, input	Other:		
Maria Almaguer	Parent	questions, input	Eunice Gonzalez	Instructional Coach	Data, input

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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:

- Accountability data
- STAAR data
- TELPAS data
- discipline data
- MAP data

- Attendance - including chronically absent
- District student, staff ,and parent survey data
- CKH student, staff, and parent survey data
- Staff demographic data
- Student enrollment data

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- the campus supports all students’ needs
- we have a high number of ESL certified staff
- Teachers and students feel happy at Jones
- According to the staff, parent, and student survey data, we have a positive culture
- Rich Hispanic culture
- Teachers and staff are accessible
- Overall school rating of a “B” with it primarily being represented by a “B” in school progress and closing the gap
- we are showing more students meeting or exceeding their projected MAP growth

Needs

- we do not have many students identified/qualifying as GT
- there is a need for identifying professional development topics that are geared towards teachers that have 1-3 years of experience
- there are opportunities to strengthen the home/school partnership in support of student achievement
- Twenty-five percent of the students that completed the district/CKH survey do not feel that people get along at school
- Twenty-five percent of the staff(6 out of 25) that completed the district survey don’t feel that there is good communication between the staff and admin team
- we need more resources and funds to support parent involvement and the high number of economically disadvantaged students
- EBs not performing well on the speaking portion of TELPAS
- African american sub pop scored lower than any other sub pop
- Third grade scored lower on both TELPAS and STAAR
- We scored a “C” on the student achievement domain on our accountability table
- Reading is our lowest content on MAP

Due to the needs assessment, the following were identified as targeted areas of need:

- student achievement in MAP, STAAR, and TELPAS is not where we need them to be
- students lack the skills to help them cope/deal with trauma/conflict
- staff require time and resources for educating students high high social/emotional needs were identified as targeted areas of need

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We will continue to build on our strengths while adding the following to continue to grow and improve as a campus for the 2024-2025 school year:

- professional development and instruction to address the social/emotional needs of our students
- incorporate a House system to help build on the Essential 8 character traits and build stronger connections and relationships with our students
- added structures for progress monitoring and accountability of academic instruction
- Continue implementing Capturing Kids Heart by providing new teachers with training and providing returning teachers with a refresher training
- Continue implementing AVID on our campus in grades kinder – 4th grade with a stronger focus on WICOR strategies to promote a more in depth and rigorous instruction
- Continue to implement Safe & Civil Schools on our campus with continued development of campus wide procedures and expectations

Title I, Element 1

Demographics

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have a high number of economically disadvantaged students that are dealing with trauma and home-life issues that they don't have the skillset to process. **Root Cause:** Students are exposed to issues/situations that they don't the language and skillset to process due to a variety of trends such as social media, technology, economic, etc.

Problem Statement 2: Relative to our enrollment numbers, we have low parental involvement. **Root Cause:** Parents may have obstacles such as time, language, resources to work with students and teachers for the betterment of their children.

Perceptions

Perceptions Summary

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students lack the verbal processing skills along with impulse control to deal/cope with conflict in school. **Root Cause:** Teachers lack time for social/emotional learning instruction

Priority Problem Statements

Problem Statement 1: Our African American sub-pop is the lowest performing with 0% of them meeting standard on both the Reading & Math STAAR.

Root Cause 1: Teachers need to focus on building positive relationships with African American Parents.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our Kinder - 3rd grade students are not meeting expected growth on the MAP reading assessment.

Root Cause 2: Instructional Materials have a huge focus on RH and not as much on comprehension.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We have a high number of economically disadvantaged students that are dealing with trauma and home-life issues that they don't have the skillset to process.

Root Cause 3: Students are exposed to issues/situations that they don't the language and skillset to process due to a variety of trends such as social media, technology, economic, etc.

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
- Performance Objectives with summative review (prior year)
- 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 Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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

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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
- 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
- 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-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

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 2025.

Evaluation Data Sources: MAP, DBAs, Benchmarks, STAAR, CIRCLE, Individual Student Goal Charts/ folders, Attendance in progress monitoring meetings

Strategy 1 Details	Reviews		
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Classroom teachers, ELA & Math IC, Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - State Comp, - Title I, A</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>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 (including MAP skills checklists/screenings), DBAs, benchmarks, etc. Instructional changes will be made based on student achievement data. Fourth grade teachers will closely monitor the students who were at Approaches, 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.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Classroom teachers, ICs, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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 such as bluebonnet books, library books, along with math and science manipulatives, STEM resources, field trips, technology to include computers, iPads, SMART boards, Elmos, Summit K-12, computer software program subscriptions, consultants, math PD, supplemental positions and any other resources (i.e. headsets) needed to support student academic performance.</p> <p>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</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Resources - State Comp - \$10,362, Instructional Resources, Raz Kids, Reading A-Z, AR, CKH Premium, etc. - Title I, A - \$30,000, Technology - Title I, A - \$5,000, Staff development materials - Local Funds - Campus - \$5,000</p>	Formative		Summative
	Nov	Mar	June
			355

Strategy 4 Details	Reviews		
<p>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, Greg Tang Math, Fast Math, and other research-based math programs, AVID, Project Lead the Way, Accelerated Reader, RAZ Kids, Reading A-Z, Starfall, Reading Horizons, and Pebble Go. In an effort to ensure strong Tier 1 instruction, there will be increased accountability for continued implementation of Summit K-12 to increase English proficiency, MAP interventions, and small group instruction. These strategies will be implemented and monitored to ensure we 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.</p> <p>Strategy's Expected Result/Impact: Increase achievement of low performing students, close gaps</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Academic Student Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Academic Student Splst - Title I, A - \$59,174, Academic Student Splst - State Comp - \$30,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: The campus will provide effective and timely additional assistance to provide opportunities for a well-rounded education to increase the amount and quality of learning times which may include tutoring/in-class support, interventions provided by a tutor. Tutoring 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.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement of all student groups</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Tutors, Academic Student Specialist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Prof tutors - Title I, A - \$50,000, Prof tutors - State Comp - \$13,000</p>	Formative		Summative
	Nov	Mar	June
			356

Strategy 6 Details	Reviews		
<p>Strategy 6: Assessment for learning will be on-going and instructional decisions will be based on data from assessments. MAP testing, mastery checks, concept quizzes/checks, and DBAs will be used along with effective and timely additional assistance for students, as deficiencies are identified. Reading teachers will assign MAP fluency assessments one time per six weeks as well as Reading Horizons multi-skills checks and will use a reading tracking sheet to show how students will reach grade level expectations as well as show growth. Math teachers will use mastery checks and concept checks to monitor progress.</p> <p>Strategy's Expected Result/Impact: Increase student mastery in core contents.</p> <p>Staff Responsible for Monitoring: Instructional Leadership, Reading & Math Tutors, Academic Student Specialist</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Combine campus funds, Title 1, SCE, 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.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Title I, A, - State Comp</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: Emergency procedures will be reviewed during BOY PD as well as throughout the year during faculty meetings. All Jones staff will assure every Jones 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 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. All outside gates will remain locked during the school day. All staff will join the Jones Remind group to ensure emergency messages are received. Anything out of the ordinary will be reported to administrators/police.</p> <p>Strategy's Expected Result/Impact: Safe Learning Environment for all students and staff.</p> <p>Staff Responsible for Monitoring: All Jones Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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 and good things. Information from CKH Premium will be shared with staff and students throughout the year.</p> <p>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</p> <p>Staff Responsible for Monitoring: All Jones Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: CKH Premium - Title I, A - \$12,000</p>	Formative		Summative
	Nov	Mar	June
			358

Strategy 3 Details	Reviews		
<p>Strategy 3: All staff will use the Safe and Civil Schools CHAMPS guiding principles and supports and structures learned during previous district PD. Jones staff will continue to implement school wide expectations previously developed as well as further develop common area expectations. 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Foundations Team, Administrators, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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(Safe and Civil Schools, CKH, CHAMPS). Team building activities will be built into the schedule throughout the school year as needed so that children feel a part of a family in each classroom (positive culture).</p> <p>Strategy's Expected Result/Impact: Positive and safe classroom environment and culture</p> <p>Staff Responsible for Monitoring: All classroom teachers, ICs, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
<p>Strategy 5: Every teacher will have a morning meeting that will include morning announcements, good things, morning news, E8 Character trait, etc. 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. The counselor will introduce the E8 character trait on Monday mornings. The counselor and teachers will address social emotional health through daily lessons using a tiered model to prevent and address problem behavior and early intervention services. 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 at each six weeks award ceremony.</p> <p>Strategy's Expected Result/Impact: Building a positive classroom culture and classroom environment. Positive school culture--teaching students about good character Decrease behavior incidents which will increase learning time</p> <p>Staff Responsible for Monitoring: Classroom teachers, Counselor, ICs, Administrators</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: In an effort to address the social/emotional needs of our students every teacher will take the first 15 minutes of the school day to implement the Changemakers curriculum. The counselor will meet with grade level teams one time per month to review the scope and sequence as well as the lessons for the following month.</p> <p>Strategy's Expected Result/Impact: Positive school culture--teaching students about good character Decrease behavior incidents which will increase learning time</p> <p>Staff Responsible for Monitoring: Counselor, Classroom teachers, Administrators</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus, SEL Curriculum - Title I, A - \$5,000, - State Comp - \$5,000</p>	Formative		Summative
	Nov	Mar	June
			360

Strategy 7 Details	Reviews		
<p>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 receive a Student of Character certificate, and yard sign. Student of character pictures will be hung in the main hall and one will be sent home with the students.</p> <p>Strategy's Expected Result/Impact: Recognition of positive behavior and good. character</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Counselor, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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 Safe and Civil Schools activities are being monitored and progress is being made.</p> <p>Strategy's Expected Result/Impact: Positive school-wide culture</p> <p>Staff Responsible for Monitoring: Classroom teachers, Counselor, ICs, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>Strategy 9: Bullying will not be tolerated therefore all bullying incidents will be addressed swiftly at the campus. They will be investigated and parents will be notified and consequences issued swiftly. Students, staff and parents will be educated on what bullying is.</p> <p>Strategy's Expected Result/Impact: Low number of bullying events, positive school culture and safe learning environment</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Counselor, ICs, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			361

Strategy 10 Details	Reviews		
<p>Strategy 10: District SCE funds will be used to partially fund a counselor who will provide guidance lessons on career awareness for educational, personal and career development in an effort 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 on 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 with the goals of 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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 11 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Informed parents</p> <p>Staff Responsible for Monitoring: Counselor, Front Office Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 12 Details	Reviews		
<p>Strategy 12: Parents will be kept informed of anything CKH, Safe and Civil Schools, Essential 8, and AVID. 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 the campus website and the campus social media page. Parents, students and staff will be surveyed about Safe and Civil Schools, CKH, AVID, and Essential 8.</p> <p>Strategy's Expected Result/Impact: Keeping Parents informed</p> <p>Staff Responsible for Monitoring: All Jones Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 13 Details

Reviews

Strategy 13: In an effort to create a positive school climate and culture for students and staff. Jones staff will establish a house system based on the Essential 8 character traits and modeled after the Ron Clark Academy House system. Each house will include students from grades K-4 and will promote the E8 character trait they are named after. Time will be set aside in the master schedule for houses to meet for team building once every six weeks. School-side assemblies will be held once per six weeks to recognize top point winners per house as well as to announce the winning house.

Strategy's Expected Result/Impact: Promote a culture and climate of positive character qualities
School connectedness

Staff Responsible for Monitoring: All Jones staff: administrators, counselor, teachers and IAs

Title I:

2.6

- ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Ron Clark House System App - Title I, A - \$3,000

Formative

Summative

Nov

Mar

June



No Progress



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		
<p>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 2024.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: All Jones parents will be invited to attend parent meetings, school activities to include Meet the Teacher, Open Houses, 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.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: All Jones Staff</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Resources for parental involvement--snacks, books etc. - Title I, A - \$1,000</p>	Formative		Summative
	Nov	Mar	June
			364

Strategy 3 Details	Reviews		
<p>Strategy 3: Parents will be asked to provide 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 2024-2025. 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.</p> <p>Strategy's Expected Result/Impact: Increased input and involvement of parents</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Resources for parental involvement--snacks, books etc. - Title I, A - \$1,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and parents being informed in their native language</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, ICs, Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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. MTSS (multi-tiered support system) meetings that will include a parent will be held for struggling students to identify interventions, accommodations and/or request dyslexia/special education testing for the struggling student.</p> <p>Strategy's Expected Result/Impact: Improved communication between school and home in regards to student academic progress.</p> <p>Staff Responsible for Monitoring: Teachers, ICs, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June ³⁶⁵

Strategy 6 Details	Reviews		
<p>Strategy 6: All Jones Parents will be invited to attend sessions, which include Read by 3rd & Pastries with the Principal, that will train them on ways that they can help their children at home with reading, writing, math, and their child's social/emotional health, 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 will consist of teachers, administrators, Texas A&M staff, counselor, Instructional coaches, district staff, community members etc.</p> <p>Strategy's Expected Result/Impact: Well-supported parents equipped to support their children at home (academically).</p> <p>Staff Responsible for Monitoring: All Jones staff</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I, A - \$12,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Jones parents will be kept informed about Capturing Kids Hearts, 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.</p> <p>Strategy's Expected Result/Impact: Well-informed Parents</p> <p>Staff Responsible for Monitoring: All Jones Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal, Academic Student Specialist</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 2025.

Evaluation Data Sources: Number of resignations, quality & quantity of mentoring meetings, agendas and sign in sheets, and year end evaluations

Strategy 1 Details	Reviews		
<p>Strategy 1: All staff will be provided beginning of the year training to include the staff handbook, Safe and Civil Schools, 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.</p> <p>Strategy's Expected Result/Impact: BOY Expectations Communicate effectively with staff --school expectations</p> <p>Staff Responsible for Monitoring: ICs, Counselor, Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: All staff to include instructional assistants, teachers, instructional coaches, counselor, and administrators will be provided job specific professional development to include MTSS Training, state testing, accommodations/designated supports, supplemental aids, manipulatives, special ed, 504, LPAC, classroom management, AVID, Safe and Civil Schools Foundations, Capturing Kids Hearts, CHAMPS training, content specific training, safety as well as 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.</p> <p>Strategy's Expected Result/Impact: Well trained and supported staff, Safe, positive school environment for all students and staff</p> <p>Staff Responsible for Monitoring: ICs and administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Title I, A - \$20,000</p>	Formative		Summative
	Nov	Mar	June
			368


Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will receive stipends if eligible (Bilingual , SPED, ESL) for hard to fill positions to promote retention rates of teachers.</p> <p>Strategy's Expected Result/Impact: Retain highly qualified staff and increase retention rates</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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 through 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 from MAP assessments.</p> <p>Strategy's Expected Result/Impact: Well-Supported staff</p> <p>Staff Responsible for Monitoring: ICs and Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: All teachers and instructional staff will be encouraged to attend trainings, webinars, 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.</p> <p>Strategy's Expected Result/Impact: Well-supported and trained staff</p> <p>Staff Responsible for Monitoring: ICs and Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Registration, travel - Title II, A - \$1,000</p>	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Retain our Teachers</p> <p>Staff Responsible for Monitoring: Mentor Coordinators, ICs, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Academic support specialist will support students, instruction, teachers and staff at the campus by managing/coordinating 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.</p> <p>Strategy's Expected Result/Impact: Well supported teachers</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Salary (covered by district) - Title I, A - \$59,174, Salary (covered by district) - State Comp - \$30,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Well-supported staff</p> <p>Staff Responsible for Monitoring: ICs and Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 2025.

Evaluation Data Sources: DBAs, Benchmarks, MAP, STAAR, CIRCLE, JILT Meeting attendance, Progress Monitoring Meeting attendance

Strategy 1 Details	Reviews		
<p>Strategy 1: Student grades will be monitored at progress reports and report cards intervals in an effort to intervene early. Parents will be contacted for failing grades by phone or in person. 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.</p> <p>Strategy's Expected Result/Impact: Academically successful students</p> <p>Staff Responsible for Monitoring: Classroom teachers, ICs, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: MTSS Meetings will be held for students who are struggling academically, behaviorally, socially, or have a medical condition. The MTSS Committee will make recommendations in regards to interventions, accommodations, supplemental aids, counseling services, etc. All information will be documented through Branching Minds. Intervention data will also be stored in Branching Minds. Follow up meetings will be scheduled to follow up on student progress.</p> <p>Strategy's Expected Result/Impact: Academically successful students</p> <p>Staff Responsible for Monitoring: Teachers, ICs, Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			372

Strategy 3 Details	Reviews		
<p>Strategy 3: School data to include attendance, discipline and academics will be monitored closely 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.</p> <p>Strategy's Expected Result/Impact: Improved data in attendance, discipline, academics</p> <p>Staff Responsible for Monitoring: Teachers, ICs, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Building that love of reading in children, building fluency and comprehension and vocabulary, increas academic achievement</p> <p>Staff Responsible for Monitoring: Classroom teachers, Reading IC, library assistant, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus, - Title I, A - \$5,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		Summative
	Nov	Mar	June ³⁷³

Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in meets and masters levels on STAAR</p> <p>Staff Responsible for Monitoring: GT Coach</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>Strategy 9: Continue 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, revise the implementation plan, then return to the campus and train/update all staff.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: AVID Implementation team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Title I, A - \$10,000</p>	Formative		Summative
	Nov	Mar	June

Strategy 10 Details	Reviews		
<p>Strategy 10: Teachers of emergent bilinguals will continue implementing Summit K-12 in their classrooms to help our EBs be better prepared for the TELPAS assessment as well as to show growth in their English acquisition. Campus administrators will meet with teachers after every six weeks to ensure students are meeting the recommended minutes, as set by the bilingual department and established to ensure growth in the acquisition of English. If minutes are not being met, teachers will have to develop acceleration plans with their administrator to ensure that students are caught up with their minutes on the Summit K-12 platform.</p> <p>Strategy's Expected Result/Impact: Increased English proficiency of EBs</p> <p>Staff Responsible for Monitoring: Administrators and classroom teachers of EBs</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


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		
<p>Strategy 1: The Jones Leadership Team will:</p> <ol style="list-style-type: none"> 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. 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. 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. Develop their skillset by attending all district provided trainings along with outside organization conferences such as TEPSA. <p>Strategy's Expected Result/Impact: Improved academic support and academic achievement. Improved attendance and discipline.</p> <p>Staff Responsible for Monitoring: Classroom teachers, ICs, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus - \$3,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: A safe school environment</p> <p>Staff Responsible for Monitoring: ICs, Counselor, Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>			376
	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Jones Elementary

Total SCE Funds: \$39,072.00

Total FTEs Funded by SCE: 0.33

Brief Description of SCE Services and/or Programs

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 funds will help support the purchase of instructional math, reading, writing and science resources--\$15,000. SCE funds will also assist with the payment of interventionists. It will also support PD opportunities to include CKH, AVID, and Lead4ward.

Personnel for Jones Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Tara Hunter	Academic Student Support Specialist	0.33

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tara Hunter	Academic Student Support Specialist	Title I	.66

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
2	1	1			\$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	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	7			\$0.00
3	1	8			\$0.00
4	1	1			\$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
5	1	3			\$0.00
5	1	4			\$0.00

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Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$3,000.00
5	2	2			\$0.00
Sub-Total					\$8,000.00
Local Funds - District					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$0.00
5	1	6			\$0.00
Sub-Total					\$0.00
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 Splst		\$30,000.00
1	1	5	Prof tutors		\$13,000.00
1	1	7			\$0.00
2	1	6			\$5,000.00
4	1	7	Salary (covered by district)		\$30,000.00
Sub-Total					\$88,362.00
Title II, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Registration, travel		\$1,000.00
Sub-Total					\$1,000.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3	Technology		\$5,000.00
1	1	3	Instructional Resources, Raz Kids, Reading A-Z, AR, CKH Premium, etc.		\$30,000.00
1	1	4	Academic Student Splst		\$59,174.00
1	1	5	Prof tutors		\$50,000.00
1	1	7			\$0.00

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	CKH Premium		\$12,000.00
2	1	6	SEL Curriculum		\$5,000.00
2	1	13	Ron Clark House System App		\$3,000.00
3	1	2	Resources for parental involvement--snacks, books etc.		\$1,000.00
3	1	3	Resources for parental involvement--snacks, books etc.		\$1,000.00
3	1	6			\$12,000.00
4	1	2			\$20,000.00
4	1	7	Salary (covered by district)		\$59,174.00
5	1	4			\$5,000.00
5	1	9			\$10,000.00
				Sub-Total	\$272,348.00

Bryan Independent School District
Kemp/Carver Elementary
2024-2025 Campus Improvement Plan



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Mission Statement

Kemp-Carver will grant challenging, authentic, real-world learning experiences in a supportive environment in order to prepare students for success today and in the future.

Vision

The vision of Kemp-Carver Elementary is to create a community of learners, where students and teachers want to come to school because of the relationships they form and the academic success they achieve.

Core Beliefs

Guidelines for Success:

At Kemp-Carver, we:

Are Inclusive

Dedicated

Connected

Celebrate the Wins!

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Somos inclusivos

Dedicados

Estamos conectados

Celebramos las victorias!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In June of 2024, the Kemp-Carver CNA Planning Team met on June 4 and June 6 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders:

- Alison Boggan- Principal
- Tina Palasota- Assistant Principal
- Catie Bushman- Counselor
- Elizabeth Strickland- Part time instructional specialist
- Sergio Ramirez- Teacher
- Lindsey Mikulec- Teacher
- Michel Gonzalez- Teacher
- Rhonda McDaniel- Teacher
- Krystle Tone- Teacher
- Alicia Carter- Teacher
- Lindy Warner- Teacher
- Cara Peters- Special Education teacher
- Angelica Seneff- Parent
- Amber Gabelman- Parent
- Melissa Silva- Community Member
- Robbye Taylor- Community Member
- Aneysha Gray- Instructional Assistant
- Marcus Turner- Behavior Specialist

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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:

- Student Achievement Data (STAAR, TELPAS, MAP, CIRCLE, benchmarks)
- Attendance data
- Discipline data
- Parent, Student and Staff surveys
- Demographics data (ethnicity, economic status, SPED, EB, GT, homeless, At-risk)
- TAPR Report

- Program Participation Data
- Stakeholders input
- Sign in sheets from parent events

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Retention rate of staff is increasing each year
- We are hiring more experienced teachers and they are staying here
- Our staff is good at working with a diverse population
- 3rd grade improved 9% in Reading
- 4th grade improved 6% in Reading
- Overall we had a higher % of meets and masters on STAAR this year for reading and math
- ECR scores were way better this year compared to last year
- Tutors are doing a great job of supporting instruction and helping increase student achievement
- Ample resources and technology
- Small group instruction is non-negotiable
- STEM activities such as robotics, chess, choir
- Bilingual parents actively participate in family events
 - # of behavior incidents decreased from 23-24.
 - 89% of staff said KC has a positive school culture

Needs

- African American students count for 58% of the discipline incidents
- High number of sped kids in one class makes it difficult to best meet their needs
- Attendance % very low
- Teachers need better understanding of how technology can be used in the classroom
- Too many online programs
- African American performance on STAAR Math in 4th grade is 29%
- Only 6 students scored Advanced High on TELPAS
- 24 students showed limited growth in 4th reading and 32 in 4th math
- K/1 students are not showing much growth in the area of reading on MAP
- Overall low % of Meets and Masters in 3rd/4th grade reading and math- even with the increase this year
- Sped population is growing at a fast rate
- High numbers of discipline referrals for AA males
- Need more African American teachers/staff

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Due to needs assessment findings, student academic growth, attendance, behavior for African Americans, and parent engagement for all families were identified as targeted areas of need. We will continue to build on our strengths while adding a bigger focus on differentiating instruction to best meet the needs of all students, increasing attendance, increasing parent engagement and continuing to focus on the social/emotional/behavioral needs of our students (particularly our African American population) to continue to grow and improve as a campus for the 2024-25 school year.

Title I, Element 1

Demographics

Demographics Summary

	2020-2021	2021-2022	2022-2023	2023-2024
TOTAL	536	508	525	561
Hispanic	64%	66%	64%	62%
AA	27%	23%	25%	27%
Two or more races	1.31%	2.25%	2.5%	3%
White	7%	8.25%	7.66%	7%
Other	.56%	.5%	.53%	1%
At-Risk	81%	83%	75%	76%
ED	92.72%	94%	92%	89%
EB	40%	43%	41%	41%
SPED	20.15%	23%	24%	28%
GT	3.36%	7.24%	5.36%	4%
Homeless	3%	1%	3.17%	1%

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Kemp-Carver is an elementary 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.

For the 2023-2024 school year, we have 561 students in grades PreK-4th grade. Of our 561 students, 27% are African American, 7% are White and 62% are Hispanic. These percentages have remained stable over the past three years. The following programs are housed on our campus: Early Transition Bilingual, ESL, Special Education (SAILS, ECSE, BEST, Resource), 504, and Gifted and Talented.

Looking at other information, we see that we have 89% that are economically disadvantaged and 41% that are limited emergent bilingual students. We have 2% students in our 504 program, 41% in our bilingual program along with 4% and 28% in our Gifted and Talented and Special Education programs respectively. Our economically disadvantaged percentages have dropped by 4% this year due to the addition of a new neighborhood, Pleasant Hill, on 2818. The percentage of students being served through special education have increased over the past couple of year.

There are 42 total classroom teachers at Kemp-Carver. Of that number 7% are African American, 63% are White, and 30% are Hispanic. The average experience of our teachers is 5-10 years which is about the same from last year's average.

Demographics Strengths

Demographic Strengths:

- Retention rate of staff is increasing each year
- We are hiring more experienced teachers and they are staying here
- Our staff is good at working with a diverse population

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Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers are struggling to meet the varied academic and behavioral (social) needs of our students. **Root Cause:** Teachers have not been trained on how to differentiate instruction effectively.

Student Learning

Student Learning Summary

For 2023, Kemp-Carver Elementary School had an Overall Domain Rating of C. The Student Achievement Rating was D, the School Progress Rating was C, and the Closing the Gaps Rating was D. Academic growth was a D, which we were previously an A the year before.

Accountability ratings were not released by TEA this year. Therefore, we do not have Distinction Designations.

STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

6% Emergent Bilingual students taking TELPAS (grades 2-4) scored at Advanced High.

There are many things Kemp-Carver is doing right as far as academic achievement goes. However, we still have many gaps in several areas and our kids are continuing to not grow at the rate we expect them to grow. With the implementation of Reading Horizons last year, we are seeing growth in the area of our students reading fluently, however, it is not showing on our MAP data, specifically in 1st grade. The data shows that we have a better understanding of the new RLA STAAR test and how to best support our students so they can be successful on ECRs and SCRs. TELPAS continues to be a struggle for us; we are not making the growth at the rate we need to. As we reviewed our student academic performance, the following strength and weaknesses were identified:

Strengths:

- 3rd grade improved 9% in Reading
- 4th grade improved 6% in Reading
- Overall we had a higher % of meets and masters on STAAR this year for reading and math
- ECR scores were way better this year compared to last year
- Tutors are doing a great job of supporting instruction and helping increase student achievement

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Weaknesses:

- African American performance on STAAR Math in 4th grade is 29%
- Only 6 students scored Advanced High on TELPAS
- 24 students showed limited growth in 4th reading and 32 in 4th math
- K/1 students are showing limited growth in the area of reading on MAP
- Overall low % of Meets and Masters in 3rd/4th grade reading and math compared to the state- even with the increase this year

In an effort to meet the needs of students at-risk of failing the state assessment and ensuring that all students demonstrate sufficient growth, we have a part time instructional specialist, Elizabeth Strickland, and 7 certified teachers who are providing differentiated instruction in small group settings for intervention. In addition, we also have Thrilling Thursdays that begin in January to provide enrichment for 3rd and 4th grade identified students to better prepare them for the upcoming STAAR tests.

We continued with the implementation of SummitK12 this year to help prepare our students for the online TELPAS test. Although we had the highest usage rate in the district, we saw a drop in our overall TELPAS scores.

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 possibly using Title I 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.

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.

The data continues to show that our students are not growing at the rate we expect them to, starting in PreK. Small group instruction, strong TIER I instruction, alignment of student expectations, data analysis, and purposeful planning need to be our focus for the 2024-2025 school year. We will continue working on ensuring that we are planning for the needs of all students and analyze instructional practices to improve differentiation. We also need to put a focus on being intentional about how we track mastery and use that information to guide our instruction.

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Student Learning Strengths

Strengths:

- 3rd grade improved 9% in Reading
- 4th grade improved 6% in Reading
- Overall we had a higher % of meets and masters on STAAR this year for reading and math
- ECR scores were way better this year compared to last year
- Tutors are doing a great job of supporting instruction and helping increase student achievement

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not demonstrating projected academic growth **Root Cause:** Teachers have not been trained how to differentiate instruction.

Problem Statement 2: Only 62-72% of students met approaches on STAAR Reading/Math this year. **Root Cause:** Teachers are not differentiating their instruction to meet the needs of their low kids or their higher achieving students.

School Processes & Programs

School Processes & Programs Summary

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. 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.

Currently we have 6 part time tutors 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.

Kemp-Carver Elementary uses the following practices to recruit, hire, and place staff: Depending on what position we are hiring for, there is a committee that includes teachers, counselor, ICs, and administrators who participate in the interview process. We have a standard set of questions we ask for teacher interviews and for Instructional Assistant interviews. We participate in the A&M Job Fair if we have openings we need to fill. Every year in March, Mrs. Boggan sends out a google form asking staff to state if they are returning to KC the following year and whether they would like to stay in their current position or try something new. Teachers are able to rank their 1st, 2nd and 3rd choices for grade levels, knowing that the decision is ultimately made by Mrs. Boggan based on what is in the best interest of all students at Kemp-Carver.

Staff are evaluated annually according to district policy. Support is provided to staff based on need. Kemp-Carver administrative team conducts T-TESS evaluations one time per year and walkthroughs on each classroom teacher throughout the year. Feedback is given to help provide ideas/suggestions to improve teacher performance and ultimately improve student achievement. Administrators and ICs meet frequently to discuss teacher performance and put plans in place to provide support to teachers most in need. KC follows the district mentoring program to ensure we are supporting our novice teachers.

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, Kemp-Carver Elementary participated in the following professional development opportunities: Foundations, Reading Horizons, CHAMPS, Special Education, BEST program, data analysis, MTSS, SummitK12, school safety, the importance of planning, de-escalation strategies, and value of anchor charts.

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	27.56%
Bilingual/ESL/EB	46.81%
Gifted & Talented	3.54%
Dyslexia	6.33%
At-Risk	76%

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses at Kemp-Carver were: punching/hitting, action to cause disruption, verbal abuse/derogatory/offensive gestures, elements of assault. The campus continues to implement Safe and Civil Schools. Additionally, Kemp-Carver uses the following procedures to reduce the overuse of discipline practices: de-escalation strategies from Coaching CHAMPS, teacher managed/office managed behaviors, and ensuring we are implementing accommodations for all students receiving special services, daily social skills, Boggan's BINGO to recognize positive behavior, etc.

All staff participate in annual mandate courses over topics such as sexual harassment, bullying, violence, school safety, and suicide to ensure we know what red flags to look for in our Cubs to ensure we are keeping them safe at all times. We now have a security guard on campus to help ensure our safety. Mr. Johnson is responsible for walking the building throughout the day to ensure exterior doors are locked, interior doors are closed and locked, and keeping an eye on the perimeter of the building. All visitors are required to check in at the front office and be scanned through our Raptor System. Visitors who are not following these procedures are escorted back to the front office to ensure they are checked in and given a badge. We are in our 3rd year of implementation of Foundations with Safe and Civil Schools which has allowed us to review policies and procedures to ensure we are providing a safe environment for all of our students. Students are acknowledged for their positive behavior through Boggan's BINGO, which we implemented this year.

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School Processes & Programs Strengths

- Amazing tutors and interventionist
- Ample resources and technology
- Small group instruction is non-negotiable
- Dyslexia screener is K/1
- STEM activities such as robotics, chess, choir

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our campus attendance rate for the 2023-2024 school year was 94.3% **Root Cause:** Parents do not have an understanding of the impact daily attendance has on their child's academic progress and success.

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.

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 24-25 school year. This has been a wonderful opportunity for community members to engage on a personal level with our students.

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses at Kemp-Carver Elementary were: punching/hitting, action to cause disruption, verbal abuse/derogatory/offensive gestures, elements of assault.

The campus continues to implement Safe and Civil Schools. Additionally, Kemp-Carver uses the following procedures to reduce the overuse of discipline practices: de-escalation strategies from Coaching CHAMPS, teacher managed/office managed behaviors, and ensuring we are implementing accommodations for all students receiving special services, daily social skills, Boggan's BINGO to recognize positive behavior, etc.

Results from the student survey indicate that only 67% of the students that completed the survey feel like teachers care about them. Only 71% of students said that adults at the school treat them with kindness. Although only 7 students completed the survey in the Spring 2024, it is still a negative perception of how our students feel.

The teacher turnover data as reported on the most recent TAPR was 82%, which is up 1% from the prior year rate of 81%.

Results from the student survey indicate that staff is generally happy with their job at KC. 89% of staff who completed the survey said that our campus has a positive school culture, which was an increase of 4% from the previous year. 93% of staff enjoy coming to work and 82% are satisfied with their job in Bryan ISD.

Parent/family participation in campus events has stayed about the same as compared to prior years. The most attended events were the Holiday Sing Along and grade level music performances. Hispanic families attend family engagement events at a much higher rate than our African American families. ³⁹⁷

Parents' work schedules sometimes do not allow them to attend Family Engagement events. Some parents stated in the surveys that they didn't know about events. All communication about events is done through daily folders, weekly folders, Class Dojo and Black Board with an email and a text message. Teachers also send home reminders about events on their Class Dojo page.

Results from the student survey indicate that 95% of parents feel welcome at KC and feel that the staff truly care about their child. 90% of parents feel the school is overall a friendly place while 95% of parents feel their child is safe while at school.

Perceptions Strengths

- Bilingual parents actively participate in family events
- Retention of veteran teachers
- # of behavior incidents decreased from 23-24.
- 89% of staff said KC has a positive school culture

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 27% of our population is African American, however, this population of students accounts for 23 out of 40 referrals (58%) of the campus referrals processed during the 23-24 school year. **Root Cause:** Their academic, social and emotional needs are not being adequately met.

Problem Statement 2: Only a small percentage of parents are engaged, visible, and feel like they are partners in their child's education. **Root Cause:** We don't always take the time to focus on the positive.... Only the negative.

Priority Problem Statements

Problem Statement 1: Students are not demonstrating projected academic growth

Root Cause 1: Teachers have not been trained how to differentiate instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our campus attendance rate for the 2023-2024 school year was 94.3%

Root Cause 2: Parents do not have an understanding of the impact daily attendance has on their child's academic progress and success.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Only 27% of our population is African American, however, this population of students accounts for 23 out of 40 referrals (58%) of the campus referrals processed during the 23-24 school year.

Root Cause 3: Their academic, social and emotional needs are not being adequately met.

Problem Statement 3 Areas: Perceptions

Goals

Revised/Approved: June 19, 2024





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 2024-2025 school year, at least 50% 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

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Lesson plans Progress monitoring</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP's IC's</p> <p>Funding Sources: IC PTE - State Comp, IC - Title I, A</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement of sped students</p> <p>Staff Responsible for Monitoring: Principal/AP's Sped Teachers IC's</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Review of daily schedules Master schedule</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Teacher observation data</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p> <p>Funding Sources: - Title I, A - \$3,000</p>	Formative		Summative
	Nov	Mar	June
			401

Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for all students</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p> <p>Funding Sources: Library Books - Title I, A - \$4,000, Instructional resources - Title I, A - \$3,000, Part Time Instructional Specialist - State Comp</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for all students</p> <p>Staff Responsible for Monitoring: Principal, Teachers, IC's</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
 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 2025, 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.





High Priority

Evaluation Data Sources: STAAR Data
MAP Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Teacher observation data Lesson plans</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Teacher observation data Student progress monitoring Lesson plans</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			403

Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will conduct goal-setting conferences with each student to discuss goals and strategies to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Student achievement data Goal setting binder Teacher observation data</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Funds will be used from federal, state and local and we will focus on coordinating efforts to maximize the impact of the resources.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's Part time instructional specialist</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's Instructional Specialist</p> <p>Title I: 2.6</p>	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Progress monitoring</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p> <p>Title I: 2.5</p> <p>Funding Sources: Tutors - Title I, A - \$80,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Utilize research-based materials in tutoring, small group instruction and stations for extended practice to target specific objectives for improvement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Progress monitoring</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's Tutors Instructional specialist</p> <p>Funding Sources: Instructional resources - Title I, A - \$8,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: Implement progress monitoring to discuss student data in regards to interventions, student needs, progress and reteaching.</p> <p>Strategy's Expected Result/Impact: Progress monitoring Goal setting binders Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's Instructional specialist</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June





Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Campus planning Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's CNA team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased Student achievement for all students</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
 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 2025 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		
<p>Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students.</p> <p>Strategy's Expected Result/Impact: Student achievement data Goal setting binder Teacher observation data</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's Instructional specialist</p> <p>Title I: 2.5</p> <p>Funding Sources: Instructional Specialist - Title I, A, Smart Snacks - Title I, A - \$1,500</p>	Formative		Summative
	Nov	Mar	June
			407





Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Progress monitoring</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 2024-2025 school year, at least 50% of students will meet the expected growth measure of at least one year on EOY Reading MAP testing in K-2 and 75% approaches on 3rd/4th grade STAAR.

Evaluation Data Sources: STAAR data
MAP data

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase reading fluency and reading skills for all students</p> <p>Staff Responsible for Monitoring: Principal Teachers ELA IC</p> <p>Funding Sources: Instructional resources - State Comp - \$8,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Kinder-3rd grade teachers will explicitly teach phonics daily by using Reading Horizons.</p> <p>Strategy's Expected Result/Impact: Increased reading level of students</p> <p>Staff Responsible for Monitoring: Principal Teachers ELA IC</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
			409
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased reading levels of students</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers ELA IC</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June





Strategy 4 Details	Reviews		
<p>Strategy 4: Continued implementation of balanced literacy: guided reading, shared reading, word work, workstations, shared writing and independent writing.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP's Teachers IC's</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 2024-2025 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		
<p>Strategy 1: Educate parents on attendance requirements and the importance of attendance on academic success, with careful attention to PreK and kinder parents.</p> <p>Strategy's Expected Result/Impact: Increase student attendance data</p> <p>Staff Responsible for Monitoring: Principal/AP's Attendance Clerk Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Attendance committee will meet regularly to monitor data and develop plans for students that are at-risk of not meeting attendance criteria.</p> <p>Strategy's Expected Result/Impact: Increased student attendance data</p> <p>Staff Responsible for Monitoring: Principal/AP's Attendance clerk Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews 411		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student attendance data</p> <p>Staff Responsible for Monitoring: Principal/AP's Attendance clerk Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: The 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	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
 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 2024-2025 school year, the African American population will account for less than 55% of all discipline referrals.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews		
<p>Strategy 1: Staff will recognize positive behaviors through Boggan's BiNGO.</p> <p>Strategy's Expected Result/Impact: Discipline data Increased student achievement</p> <p>Staff Responsible for Monitoring: Foundations team Classroom teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will teach Essential 8 lessons and Daily Social Skills to model positive behaviors.</p> <p>Strategy's Expected Result/Impact: Discipline data Increased student achievement</p> <p>Staff Responsible for Monitoring: Foundations team Classroom teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: The Paw Patrol team will meet frequently to review/analyze discipline data and create a continued implementation plan for the 2024-2025 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.</p> <p>Strategy's Expected Result/Impact: Discipline data Increased student achievement</p> <p>Staff Responsible for Monitoring: Foundations team Classroom teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>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, Foundations</p> <p>Strategy's Expected Result/Impact: Discipline data Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal/AP's Counselor Foundations team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Discipline data Increased student achievement</p> <p>Staff Responsible for Monitoring: Foundations team Classroom teachers Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Utilize Round table/RtI/ARD team to develop a plan for students with on-going behavioral concerns.</p> <p>Strategy's Expected Result/Impact: Discipline data Increased student achievement</p> <p>Staff Responsible for Monitoring: Foundations team Classroom teachers Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			414

Strategy 7 Details	Reviews		
<p>Strategy 7: The counselor will provide monthly guidance lessons addressing bullying, conflict resolution, violence and drug prevention and character development.</p> <p>Strategy's Expected Result/Impact: Discipline data</p> <p>Staff Responsible for Monitoring: Principal/AP's Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Discipline data</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>Strategy 9: We will conduct professional development focused on understanding how Autism and Emotional Disturbances can manifest in the classroom and strategies to effectively handle these behaviors.</p> <p>Strategy's Expected Result/Impact: Discipline data</p> <p>Staff Responsible for Monitoring: Principal APs BEST teacher</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> <div style="text-align: right;">415</div> </div>			





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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge Teacher observation data Increase number of recruited teachers</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Campus based teacher mentoring program will continue for the 2024-2025 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.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge Teacher observation data</p> <p>Staff Responsible for Monitoring: Principal IC's Mentor teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			416

Strategy 3 Details	Reviews		
<p>Strategy 3: Kemp-Carver will provide Teachers and paraprofessionals data-driven professional development facilitated by instructional coaches, as well cover registration and travel for teachers to professional development focused on meeting the specific needs of students and teachers increasing the academic performance of all students including those identified as at-risk.</p> <p>Strategy's Expected Result/Impact: Increased teacher content knowledge</p> <p>Staff Responsible for Monitoring: District technology person</p> <p>Title I: 2.4</p> <p>Funding Sources: Registration and travel - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Diverse staff</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Kemp-Carver teachers will be provided training on using accommodations, designated supports, supplemental aids and manipulatives during instruction.</p> <p>Strategy's Expected Result/Impact: Student supports will be in place early in the year for all students who need them.</p> <p>Staff Responsible for Monitoring: Principal IC's Special Education teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
<p>Strategy 7: 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, and support the district as a strategic compensation system is developed to ensure the recruitment and retention of HQ teachers.</p> <p>Strategy's Expected Result/Impact: Participation in district led recruitment activities.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for special education students Teacher observation data</p> <p>Staff Responsible for Monitoring: Principal/AP's Special education teachers Special Education IC's</p> <p>Funding Sources: PD Travel - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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		
<p>Strategy 1: Use a variety of methods to communicate through weekly newsletters, daily folders, Class Dojo, daily announcements, emails, Facebook, Twitter, and Parent Link calls. Home/School communication should be in the home's native language.</p> <p>Strategy's Expected Result/Impact: Newsletters, website, event sign-in sheets/agenda, Parent link logs</p> <p>Staff Responsible for Monitoring: Principal Teachers Secretary Counselor</p> <p>Funding Sources: - Title I, A - \$600</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Sign-in, agenda, meeting minutes</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 4.2</p> <p>Funding Sources: Meeting Materials - Title I, A - \$1,605, Smart Snacks - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June
			419

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Parent conference forms</p> <p>Staff Responsible for Monitoring: Principal/AP's</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Signed compacts</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 4.1</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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)</p> <p>Strategy's Expected Result/Impact: Sign in sheets</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement at home and at school Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 4.2</p> <p>Funding Sources: Registration for SW conference - Title I, A - \$159</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Parent Sign-in Parent Surveys</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: Kemp-Carver will provide training on the value of meaningful parent and family engagement on our campus.</p> <p>Staff Responsible for Monitoring: Counselor Principal</p> <p>Title I: 4.2</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
IC	Math IC	0.14
Part Time Instructional Specialist	Part Time Instructional Specialist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
IC	ELA Instructional Coach		1

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			\$0.00 ⁴²⁴
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

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	8	PD Travel		\$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		\$0.00
1	1	6	Part Time Instructional Specialist		\$0.00
1	4	1	Instructional resources		\$8,000.00
Sub-Total					\$8,000.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount ⁴²⁵
1	1	2	IC		\$0.00
1	1	5			\$3,000.00
1	1	6	Library Books		\$4,000.00
1	1	6	Instructional resources		\$3,000.00
1	2	6	Tutors		\$80,000.00
1	2	7	Instructional resources		\$8,000.00
1	3	2	Smart Snacks		\$1,500.00
1	3	2	Instructional Specialist		\$0.00
2	3	3	Registration and travel		\$500.00

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$600.00
3	1	2	Meeting Materials		\$1,605.00
3	1	2	Smart Snacks		\$500.00
3	1	4			\$0.00
3	1	6	Registration for SW conference		\$159.00
Sub-Total					\$102,864.00

Addendums

427

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 hand side. Click the icon with the 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 emailed to you):
 - 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 Data
 - Gr. 3-8: Enter at-risk numbers and percent scores for each subject area from the State Assessment Data
 - Gr. 9-12: Enter at-risk numbers, percent scores and completion rates from the HSA
- * **Once data entry is complete, disparity outcomes will auto populate on the worksheet.**
- * **Save.**

2. Use the disparity outcome results from this workbook to complete question 2 of your narrative.

3. Once your workbook is complete, save as 2021-22 "Campus Name" Workbook in PDF format and 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 confirmation email to the State Assessment Data team.

Workbook

and corner of this page. Mouse over it and

.

ed to you when state results are received)

ata workbook. Enter retention data from appropriate grade level tabs in the State S EOC and Completion Rates tabs in the **heet.**

ur SCE Evaluation Narrative.

F format and then

an email to Robin Trowbridge.

SCE Campus Evaluation Worksheet for Grades K-2

Campus: <u>Kemp-Carver</u>			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: <u>Kemp-Carver</u>		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 4%
		Percent Score for Students Identified as At-Risk	42%		
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 61%
		Percent Score for Students Identified as At-Risk	38%		
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: <u>Kemp-Carver</u>	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	68
2021-22 Number of Students Identified as At-Risk	65

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 -29%
		Percent Score for Students Identified as At-Risk	55%		
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 -26%
		Percent Score for Students Identified as At-Risk	38%		
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 0%
		Percent Score for Students Identified as At-Risk			
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: _____		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 _____					
2021-22 Number of Students Identified as At-Risk _____					
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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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: <u>0</u>	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 _____	
2021-22 Number of Students Identified as At-Risk _____	

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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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: _____		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 _____					
2021-22 Number of Students Identified as At-Risk _____					
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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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: <u>0</u>	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 _____	
2021-22 Number of Students Identified as At-Risk _____	

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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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 Assessments

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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Percent Score for Students Identified as At-Risk			
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 0%
		Graduation Rate for Students Identified as At-Risk			
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	437		

$$\text{graduation rate} = \frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}} \times 100$$



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
2024-2025 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

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 Mitchell CNA Planning Team met on March 20, 2024 and April 17, 2024 to conduct a comprehensive needs assessment of the entire school. The planning team included the following stakeholders: Morgan Cullen (teacher), Joey Duhon (AP), Katie Figueroa (teacher), Laura Gannon (teacher), Kerry Gray (librarian), Shari Hedstrom (principal), Madison Jenkins (teacher), Trish Jordan (teacher), Crystal Mahindaratne (teacher), Tracey Melvin (teacher), Erin Murany (parent), Jessica Pany (IC), Amy Russel (parent), Linda Scroggs (IC), Becky Skelton (counselor), Hilary Vaughn (teacher). Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included surveys (parent, student, and staff); behavior and attendance data from 5Lab and Cognos; academic data from local assessments, MAP screener, STAAR scores, AREA resources, and TEA accountability ratings. As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Attendance continues to improve slightly (demographics).
- STAAR scores in Reading are improving despite the addition of writing (student learning).
- Mitchell has an effective master schedule that protects instruction (processes & programs).
- Students feel safe and cared about at school (perceptions).

Needs

- ATTENDANCE:
 - Problem Statement: Mitchell's attendance rate is below 96%. Chronic absenteeism and a high number of late arrivals and early checkouts negatively impacts instruction.
 - Attendance has marginally improved each year since 2021-2022, but we have noticed that parent perception of attendance has changed since COVID. After losing March-May in 2020 and having the option of online learning in 2020-2021, we have seen a decrease in attendance, particularly for students with chronic absenteeism.
- STUDENT LEARNING:
 - Problem Statement: Academic gaps continue to exist between the highest performing student groups and the lowest. 445
 - Accountability Ratings have improved from a 69 (F) in 2018-2019 to an 80 (B) in 2022-2023. [NOTE: Accountability ratings for 2023-2024 have not been calculated.]. Regardless, we continue to see gaps between the highest- and lowest-performing student groups, starting in primary grades (K-2). Possible reasons include: chronic absenteeism, inadequate Tier 1 Instruction, ineffective interventions, and lack of monitoring.
- SCHOOL PROCESSES & PROGRAMS:
 - Problem Statement: The majority of documented discipline issues occur in the classroom.
 - With increased pressures on teachers and increased social-emotional needs of students, tensions can be high. Although the district has invested in Safe and Civil Schools, some teachers still struggle implementing consistent classroom management protocols and successfully intervening early when issues arise in the classroom.
- PERCEPTIONS:
 - Problem Statement: Parents feel a lack of connection to and communication with the school.
 - Currently, parents can participate through the Bulldog PAC (PTO), classroom volunteering, and monthly Parent and Family Engagement events, but despite the efforts over the years, parents still feel communication between the school and home can be improved.

Secondary areas of need include:

- Staff Diversity
- Grading Protocols
- Inequities for Black Students
- Staff and Student Recognitions

As a result of completing the CNA process, we will focus on the following goals:

- Mitchell will meet the academic needs of all students and equip them to achieve post-secondary success.
- Mitchell will foster a positive culture and climate in order to provide a safe and dynamic learning environment.
- Mitchell will employ, empower, and entrust a highly qualified staff to meet the physical, social, and academic needs of students.

We will continue to build on our strengths while adding the following objectives to continue to improve as a campus for the 2024-2025 school year:

- Increase Domain 1, Domain 2, and Domain 3 scores.
- Promote campus pride.
- Increase student attendance rate.
- Reduce the number of referrals.
- Improve school-parent communication.
- Provide growth opportunities for staff.
- Maintain a safe campus.

(Title 1, Element 1)

Demographics

Demographics Summary

Mitchell is an Elementary 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 Black, 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.

For the 2023-2024 school year, we have 449 students in grades PK-4. Of our 449 students, 113 (25.2%) are Black, 152 (33.9%) are Hispanic, and 146 (32.5%) are White. These percentages have remained stable over the past three years and mirror Bryan's ethnicity. In addition, 365 students (63.03%) are economically disadvantaged.

We serve 8 students (2%) who are identified as Emergent Bilingual, 29 students (6%) in Gifted and Talented, 37 students (8%) in 504, and 84 students (19%) in Special Education. These rates have remained steady over the past three years with the exception of Special Education. This increase is partially the result of all Dyslexia students moving from 504 to Special Education. In addition, an increase in students flagged for Dyslexia might possibly be linked to gaps caused by COVID or possibly linked to a new screener.

Mitchell Elementary has the following staff breakdown:

- Principal - 1
- Assistant Principal - 1
- Counselor - 1
- Librarian - 1
- Instructional Coaches - 2
- Registered Nurse - 1
- Grade-Level Teachers - 24
- Specials Teachers - 3
- Special Education Teachers - 3
- Instructional Paraprofessionals - 9
- Administrative Paraprofessionals - 3

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Demographics Strengths

Attendance continued to improve slightly from 94.9% in 2022-2023 to 95.1% in 2023-2024.

Mitchell attendance (95.1%) was in line with BISD attendance (95.1%).

Overall Class Size ranged between 15-20.

Diversity of the campus is fairly split between Hispanic (33.9%), White (32.5%), and Black (25.2%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Mitchell's attendance rate is below 96%. Chronic absenteeism and a high number of late arrivals and early checkouts negatively impacts instruction. **Root Cause:** Strategies to impact attendance were directed toward the wrong group; strategies were not developed to address students with chronic absenteeism.

Problem Statement 2: Mitchell staff does not represent the diversity of students on campus. **Root Cause:** Lack of applicants that represent POC and male population.

Student Learning

Student Learning Summary

As of the beginning of June, accountability data was not available. Based on preliminary 2023 STAAR data, the Domain 1 score was a 74 (C), which was below the 2022 Domain 1 score of a 77(C).

Comparisons based on the preliminary data:

	3rd Math				3rd Reading				4th Math				4th Reading			
	DNM	APP	ME	MA	DNM	APP	ME	MA	DNM	APP	ME	MA	DNM	APP	ME	MA
Mitchell	32%	26%	36%	6%	21%	27%	29%	23%	33%	27%	19%	21%	24%	21%	30%	24%
Bryan ISD	31%	33%	26%	9%	29%	28%	25%	17%	32%	24%	25%	19%	22%	31%	30%	18%
ESC 6	28%	29%	27%	16%	24%	25%	28%	23%	28%	21%	26%	25%	17%	30%	29%	24%
Texas	31%	28%	26%	15%	25%	26%	28%	21%	32%	23%	24%	21%	19%	31%	28%	23%

Mitchell Elementary has an identified intervention time for each grade in which students receive a variety of services. We also employ five tutors who work with small groups throughout the day to address gaps in learning.

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

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Checkpoint scores are congruent with BISD data/scores.

Preliminary Domain I score (74-C) is only slightly down from 2023 (77-C) based on local calculations.

Scores in Reading are higher than scores in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic gaps continue to exist between the highest performing student groups and the lowest. **Root Cause:** Lack of targeted instructional strategies to fill the gaps.

Problem Statement 2: Student grades do not align with standardized assessment data. **Root Cause:** Lack of intentional grading policies fail to provide accurate and meaningful feedback to parents and students.

School Processes & Programs

School Processes & Programs Summary

Mitchell Elementary works to hire, place, and train staff through a collaborative method. Applicants are first selected from a certified pool, and additional applicants are drawn from Alternative Certification Programs. Interviews are conducted face-to-face or virtually by a team of administration and grade level teachers. Once hired, new employees are placed in the most appropriate area based on skill level, experience, and occasionally need. Throughout the year, administration and new hires engage in a review of the placement and discuss plans moving forward. Each new employee received support from their team, a mentor teacher, and the administration.

Staff are evaluated annually according to district policy. Support is provided to staff based on need.

Professional development is planned based on district initiatives, observation results, student academic performance, teacher needs, etc. This year, Mitchell Elementary participated in professional development with Safe and Civil School to establish a foundations team, incorporate CHAMPS into classroom settings, and address behavioral concerns through Early Stage Interventions. Staff also received PD based on the three T-TESS Domains: Classroom Environment, Planning, and Instruction.

In general, the number of discipline incidents has increased as compared to prior years. The frequent offenses at Mitchell were: disruptive behavior (48%) and physical aggression (19%). Discipline incidents occurred more frequently in the classroom (57%), on the bus (19%), and the playground (13%). Fourth grade accounted for 54% of all referrals, and black students receive 49% of all referrals. The most common action was Oral Correction with only 9% of students earning a Discipline Management Class placement.

School Processes & Programs Strengths

Mitchell had an effective master schedule that protects instruction.

Five tutors worked with students throughout the year to fill gaps.

Students received 140 minutes of physical activity each week.

Instructional coaches worked closely with teachers to ensure students needs were met.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The majority of documented discipline issues occur in the classroom. **Root Cause:** Lack of appropriate strategies to support teachers in managing classroom behaviors.

Problem Statement 2: Black students are overrepresented in discipline referrals and underrepresented in GT. **Root Cause:** Lack of equitable learning environments and opportunities for all students.

Perceptions

Perceptions Summary

Mitchell Elementary uses a variety of tools to enhance communication. Regular information is sent from the administration using flyers, call outs, facebook, and calendars. Teachers use one of the following tools: Class Dojo, SeeSaw, Class Tag, or Remind. Daily folders are sent home documenting information from the day. Weekly folders are sent home with information about upcoming events and opportunities.

Mitchell offered a variety of Parent and Family Engagement activities throughout the year. Each grade hosted a Fine Arts night, highlighting most music and art. Parent-Teacher conferences were held in October, and a Student-Led Open House occurred in October. Mitchell opened their doors for a Gratitude Lunch in November and a Santa Event in December. In the Spring, the campus hosted STAAR night, STREAM Night, and a Glo-Crazy Dance. The year ended with a 4th Grade Promotion and Kinder Celebration.

Parents continue to list communication as a problem despite the multiple measures used to fill this hole.

Regardless, parents are generally pleased with the education their child receives at Mitchell, and most students feel safe and accepted.

Perceptions Strengths

Bulldog Blasts were extremely effective for both students and staff.

Students feel safe and cared about at school.

Staff retention rate increased.

Staff seems happy to be at work.

Parents enjoy being on campus and generally feel welcome.

Problem Statements Identifying Perceptions Needs

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Problem Statement 1 (Prioritized): Parents feel a lack of connection to and communication with the school. **Root Cause:** Lack of consistent and effective communication and team planning to develop PFE events.

Problem Statement 2: Students and staff are not adequately or consistently recognized for their accomplishments. **Root Cause:** Lack of streamlined approach for recognizing students and staff.

Priority Problem Statements

Problem Statement 1: Mitchell's attendance rate is below 96%. Chronic absenteeism and a high number of late arrivals and early checkouts negatively impacts instruction.

Root Cause 1: Strategies to impact attendance were directed toward the wrong group; strategies were not developed to address students with chronic absenteeism.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Academic gaps continue to exist between the highest performing student groups and the lowest.

Root Cause 2: Lack of targeted instructional strategies to fill the gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The majority of documented discipline issues occur in the classroom.

Root Cause 3: Lack of appropriate strategies to support teachers in managing classroom behaviors.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents feel a lack of connection to and communication with the school.

Root Cause 4: Lack of consistent and effective communication and team planning to develop PFE events.

Problem Statement 4 Areas: Perceptions

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- 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

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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
- Section 504 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

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
- T-TESS data

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

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 76% in 2024 to 80% in 2025: Approaches from 75% in 2024 to 83% in 2025, Meets from 49% in 2024 to 51% in 2025, and Masters from 20% in 2024 to 24% in 2025.

High Priority

Evaluation Data Sources: STAAR, Spring Benchmark, DBAs, Concept Quizzes, MAP

Strategy 1 Details	Reviews		
<p>Strategy 1: Protect Tier 1 instruction by implementing a master schedule that facilitates uninterrupted learning in the least restrictive environment that results in student success.</p> <p>Strategy's Expected Result/Impact: Protection of Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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) phonics instruction in K-3, (2) guided reading or small group math lessons; (3) differentiated instruction for low- and high- achieving students; and (4) rigorous and aligned stations.</p> <p>Strategy's Expected Result/Impact: Reduce academic gaps and provide individualized instruction</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Resources for small group intervention - State Comp - \$5,000</p>	Formative		Summative
	Nov	Mar	June
			456

Strategy 3 Details	Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Enhanced comprehension due to extended reading</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Librarian, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Library Books - Title I, A - \$5,000</p>	Formative		Summative
	Nov	Mar	June





 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 69% in 2024 to 70% in 2025.

High Priority

Evaluation Data Sources: STAAR, Spring Benchmark, DBAs, MAP

Strategy 1 Details	Reviews		
<p>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 the 40th percentile, and increase growth scores so that 80% of students meet their growth goals.</p> <p>Strategy's Expected Result/Impact: Information necessary for remediation and extension</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Conduct and document a parent conference at the end of each 6 weeks for any student failing or not showing academic progress.</p> <p>Strategy's Expected Result/Impact: Effective communication and opportunities to partner for school success</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
			458
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 75% in 2024 to 87% in 2025.

High Priority

Evaluation Data Sources: STAAR, Spring Benchmark, DBAs, MAP

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Monitor areas for extended remediation</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide increased learning time, a well-rounded education, and close the learning gap 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.</p> <p>Strategy's Expected Result/Impact: Increase foundational skills</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teachers, Tutors</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors - Title I, A - \$61,117, Resources for small group intervention - State Comp - \$7,474</p>	Formative		Summative
	Nov	Mar	June
			459

Strategy 3 Details	Reviews		
<p>Strategy 3: Provide after school tutoring for all student 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, 3rd RLA, 4th Math, and 4th RLA.</p> <p>Strategy's Expected Result/Impact: Increased growth through targeted interventions by teachers</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 2: Mitchell will establish ongoing activities to promote an environment that fosters a spirit of pride and reinforces shared vision and goals.


Performance Objective 1: Throughout the year, engage in ongoing activities to foster pride and reinforce shared vision, mission, and goals.


Evaluation Data Sources: Nonne

Strategy 1 Details	Reviews		
<p>Strategy 1: Reinforce foundational ideas through the morning video announcements: Mitchell vision & mission, Essential 8, and Mitchell Mindset, with an ongoing focus in the classroom daily. Share Bulldog Blasts. Celebrate people and events. Establish community pride at Bulldog Rally through campus/grade chants and student/staff recognitions.</p> <p>Strategy's Expected Result/Impact: Positive Mitchell culture Staff Responsible for Monitoring: Administration, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide regular staff affirmations through Mitchell Memo shoutouts, Bulldog Blasts, walkthrough notes, annual team "Thank You" lunches, monthly Teacher/Staff Member of the month, and monthly morale boosters.</p> <p>Strategy's Expected Result/Impact: Positive Mitchell culture Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
			461

Strategy 3 Details	Reviews		
<p>Strategy 3: Provide regular students recognitions: Student Character of the Month, Student Athlete of the Month, Art-itude Award of the Month, Bulldog Blasts, attendance, grades, and growth.</p> <p>Strategy's Expected Result/Impact: Positive Mitchell culture</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Mitchell will establish ongoing activities to promote an environment that fosters a sprit of pride and reinforces shared vision and goals.

Performance Objective 2: By June 2025, Mitchell will increase student attendance rate from 95.1% in 2023-2024 to 96% in 2024-2025.





High Priority

Evaluation Data Sources: Attendance data: late arrivals, early check outs, grade level/daily/YTD percentages

Strategy 1 Details	Reviews		
<p>Strategy 1: Collect data related to absences, late arrival, and early checkouts. Target strategies for chronic absences. Contact parents of students with chronic absences (less than 90%).</p> <p>Strategy's Expected Result/Impact: Improve attendance</p> <p>Staff Responsible for Monitoring: Administration, Attendance Team, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Assemble the Attendance Team each six weeks to monitor chronic absenteeism and implement attendance plans.</p> <p>Strategy's Expected Result/Impact: Improve attendance</p> <p>Staff Responsible for Monitoring: Administration, Attendance Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
			463
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Mitchell will establish ongoing activities to promote an environment that fosters a sprit of pride and reinforces shared vision and goals.





Performance Objective 3: By June 2025, Mitchell will reduce the number of referrals from 260 in 2024 to 150 in 2025.

Strategy 1 Details	Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Improve classroom management in order to increase learning time</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Guide DOGS, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Utilize the MTSS Framework to track and monitor students' behavior in Branching Minds, including triggers, behaviors, interventions, and parent contacts.</p> <p>Strategy's Expected Result/Impact: More efficient documentation and interventions</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
			464
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Mitchell will establish ongoing activities to promote an environment that fosters a spirit of pride and reinforces shared vision and goals.

Performance Objective 4: By June 2025, 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		
<p>Strategy 1: Streamline and maintain school to parent communication using a variety of whole school and class apps with an overarching goal to build positive relationships and address concerns.</p> <p>Strategy's Expected Result/Impact: Increased and improved communication</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Hold Title 1 Meetings two times per year. Provide a copy of the CIP and the Parent and Family Engagement Policy. Parents can request to have the CIP translated into Spanish.</p> <p>Strategy's Expected Result/Impact: Understanding of goals</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
			465

Strategy 3 Details	Reviews		
<p>Strategy 3: Provide opportunities for parent 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.</p> <p>Strategy's Expected Result/Impact: Quality feedback to impact change Staff Responsible for Monitoring: Administration</p> <p>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 - \$253</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Positive parent and family relationships Staff Responsible for Monitoring: Administration, Teachers</p> <p>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</p>	Formative		Summative
	Nov	Mar	June
			466
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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 2025, 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		
<p>Strategy 1: Provide effective and consistent staff communication through the HUB, Mitchell Memo, Bulldog Bulletin, and Staff Board.</p> <p>Strategy's Expected Result/Impact: Increase awareness</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide professional development based on CNA, district initiatives, and individual teacher and student needs throughout the year during weekly PLC meetings, collaboratives, planning meetings, after school sessions, and/or faculty meetings. Provide ongoing support for new teachers.</p> <p>Strategy's Expected Result/Impact: Improved instruction and classroom management</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Mentor Teacher(s), District Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Mar	June
			467

Strategy 3 Details	Reviews		
<p>Strategy 3: 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. Provide coaching for teachers struggling with learning environment, planning, instruction, or professional practices.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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 2024-2025 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		
<p>Strategy 1: Teach the Standard Response Protocol to students and staff using materials from I Love You Guys. Strategy's Expected Result/Impact: Student and staff safety Staff Responsible for Monitoring: Administration, Office Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Adhere to the following safety protocols: monitor visitors through the Raptor system; conduct daily and weekly exterior door sweeps; and practice monthly emergency drills, including two lockdown drills, in both morning and afternoon classes. Follow up with monthly Safety & Security meetings to discuss procedures and concerns. Strategy's Expected Result/Impact: Student and staff safety Staff Responsible for Monitoring: Administration, Receptionist, Security Guard, Lead Custodian, Teachers, Bryan PD, Safety and Security Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Mar	June
			469

Strategy 3 Details	Reviews		
<p>Strategy 3: Meet security expectations during an annual intruder drill for the BISD safety audit.</p> <p>Strategy's Expected Result/Impact: Student and staff safety</p> <p>Staff Responsible for Monitoring: Administration, ESC 6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
IC	Math	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
IC	ELA		1

Campus Funding Summary

State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Resources for small group intervention		\$5,000.00
1	3	2	Resources for small group intervention		\$7,474.00
Sub-Total					\$12,474.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Library Books		\$5,000.00
1	3	2	Tutors		\$61,117.00
2	4	3	SMART Snacks to encourage attendance		\$253.00
2	4	4	Materials for STREAM Night, Birthday Books		\$1,000.00
Sub-Total					\$67,370.00

Bryan Independent School District
Navarro Elementary
2024-2025 Campus Improvement Plan

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

Navarro Campus Needs Assessment Summary

In the spring of 2024, the Navarro Elementary CNA Planning Team met on Tuesday, May 7th and May 14th to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders:

- Nathali Aponte, PK Teacher
- Elsa Arias, PK IA
- Rebecca Bakalian, Community
- Deneshia Busby, Kindergarten Parent
- Sarah Dean, Assistant Principal
- Ron Estes, Second Grade Parent
- Kathryn Gee, Counselor
- Darla Glover, Second Grade Teacher
- Brenda Harris, Kindergarten Teacher
- Haley Hart, Third Grade Teacher
- Jessica O'Bella, First Grade Teacher
- Kathy Riley, Principal
- Kallie Schuler, Fourth Grade Teacher
- McKenna Simpson, SPED Resource Teacher
- Charles Vesperman, Specials Teacher

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Areas examined during the process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included:

- Staff years of experience, ethnicity, highest degree held
- Student number by Grade, Ethnicity, Emergent Bilingual, SPED, EcoDis and GT
- Longitudinal data for enrollment, ethnicity, EcoDis, EB and SPED
- STAAR Domain Scores 2023
- STAAR Results
- TELPAS Results
- Total Number of Discipline Incidents, Number by Grade Level, Race, Week and Month and Type
- Fall and Spring Student and Staff Survey
- Teacher Retention Rate

As a result of this needs assessment, the following areas of strengths and needs emerged,

Strengths:

- Positive school culture.
- Students and parents feel their teachers care about them.
- Stable staff and student populations.
- Staff is highly qualified, experience and education of the staff.

Needs:

- Students show low growth, with SPED showing extremely low growth.
- Very few students identified GT.
- Growing numbers of SPED students.
- Students report not getting along with each other.
- Students report low scores for the statement, "I like to come to school."

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Due to needs assessment findings, student growth on STAAR, increased focus on SPED identified students, and having students want to come to school and get along with each other were identified as targeted areas of need. We will continue to build on our strengths while adding more targeted interventions for students, an additional SPED teacher and increased strategies for students to use when interacting with other students and adult to continue to grow and improve as a campus for the 2024-2025 school year.

Title I, Element 1

Demographics

Demographics Summary

Navarro Demographic Summary

Navarro is an elementary 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.

For the 2023-2024 school year, we have 421 students in grades PK-4. Of our 421 students, 63 (15%) are African American, 55 (13%) are White, 286 (68%) are Hispanic, and 17 (4%) are multi-racial. These percentages have remained stable over the past three years. The following programs are housed on our campus: BEST and GT pull out.

Looking at other information, we see that we have 87.3% that are economically disadvantaged and 40% that are limited emergent bilingual students. We have 3 students in our BEST program along with 16 (3.8%) and 109 (24%) in our Gifted and Talented and Special Education programs respectively. GT has remained fairly stable the last three years while SPED enrollment has exploded.

There are 54 teaching staff at Navarro. Of that number 8% are African American, 50% are White and 42% are Hispanic. The average experience of our teachers is about 10 years which is about the same as last year's average.

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, with a mixture of English and Spanish spoken in the home.

Strengths:

- Stable staff and student population
- Staff is highly qualified due to education and experience.

Weaknesses:

- Few identified GT students.
- Growing numbers of SPED students, partially by dyslexia moving under SPED and partially due to continued deficits from COVID shut down.
- Finding different methods of teaching to meet the learning needs of students.

Problem Statements:

- GT population is under-identified at about 3% with the national average being around 6%.
- SPED population has increased by around 10% of student enrollment.

Demographics Strengths

- Stable staff and student population
- Staff is highly qualified due to education and experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: GT population is under-identified at about 3% with the national average being around 6%. **Root Cause:** Students are not being exposed to the real life challenges outside. Parents work long hours and lack money. The economy and inflation.

Problem Statement 2: SPED population has increased by around 10% of student enrollment. **Root Cause:** The pandemic affected the academic and social emotional aspect of our students. Staff needs more training and lack of consistency in implementing strategies.

Student Learning

Student Learning Summary

For 2023, Navarro Elementary had an Overall Domain Rating of D. The Student Achievement Rating was D, the School Progress Rating was C, and the Closing the Gaps Rating was F.

For 2024, Navarro Elementary had an Overall Domain Rating of D again. The Student Achievement Rating was also a D, the School Progress Rating dropped to a D, and the Closing the Gaps Rating increased to a D from an F rating.

The campus did not earn Distinctions Designation in any areas.

STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Students did not perform at or above the state average at Meets Grade Level in either third or fourth grade math or reading.

6.3% of Emergent Bilingual students taking TELPAS scored at Advanced High.

Our fourth grade students have not shown growth on STAAR. Compared to other campuses like us, we were a C. Our SPED growth was significantly lower than other subgroups. The large number of SPED students make it difficult to reach every student's needs. Students lack real world experiences which could aide them in learning and understanding concepts.

The academic supports the campus provides are tutorials during the day by retired certified teachers and a full time bilingual reading interventionist. Monthly PLC meetings are held to discuss progress and additional supports needed by students.

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.

Strengths:

- We are about at the same place with schools comparable to us.

Weaknesses:

- Our students are not showing growth on standardized tests.
- SPED students passing and showing growth is extremely low.

Problem Statements:

- Student growth on STAAR for 3rd and 4th grade is between 43% and 50%.
- SPED growth on STAAR for 3rd and 4th grade was by far the least, at 14% to 25%.

Student Learning Strengths

We are about at the same place with schools comparable to us.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student growth on STAAR for 3rd and 4th grade is between 43% and 50%. **Root Cause:** Difficult to meet individual needs of all students. There are too many gaps to close. Students have less access and experiences.

Problem Statement 2: SPED growth on STAAR for 3rd and 4th grade was by far the least, at 14% to 25%. **Root Cause:** We have an increase in our student SPED population. It is hard to meet all the different needs of all students. Not enough funding.

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School Processes & Programs

School Processes & Programs Summary

When hiring teachers and staff, we conduct a thorough interview process to ensure that new staff are the best fit for our campus to ensure success for both teachers and students alike. We serve a wide variety of students with vast needs and abilities. 21.98% of our student population qualifies for Special Education and 14.01% of students are identified with dyslexia. Because of those needs we want to ensure that we have staff that is able to meet the needs of all of our students to foster appropriate growth academically, socially and emotionally.

As a staff, we develop professional development based on the needs determined by the data. In the past, we have provided professional development on classroom engagement and small group instruction. We will continue to focus on equipping teachers to confidently teach reading groups and supplementing for students who have an increased need for reading support, while also utilizing the help of tutors and other staff as well.

Our attendance rates have improved slightly over the course of the last 3 years. In the 2023-2024 school year our attendance rate was 94.88% which was an increase from the previous year at 94.54% We worked to incentivize good attendance by offering attendance parties every 6 weeks for students who missed either 1 or 0 days in the previous 6 weeks. We also awarded perfect attendance with an end of the year breakfast, and provide prizes for individual classes when they reach perfect class attendance for 17 days.

Staff will continue to be trained in PBIS strategies and continue to use CHAMPS to foster a positive and safe learning environment for all students. Administration will clearly outline discipline procedures based on our current Foundations training and teachers will use the leveled behaviors to help manage classroom behavior. Students who feel safe and confident at school are more likely to engage positively in school and attend regularly.

Program	Participation Rate
Special Education	21.98%
Bilingual/ESL/EB	42.52%
Gifted and Talented	3.38%
Dyslexia	14.01%
At- Risk	86%

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School processes and Program Strengths

1. Attendance rates have increased over the past 3 years.
2. Our staff are trained through PBIS and CHAMPS and other trainings to meet the educational needs of all our students
3. Dedicated teachers who build positive relationships with their students.

Problem Statements Identifying School Processes and Program Needs

Problem Statement 1: Although attendance is increasing, it is at a slower rate than desired and below the district goal of 97%. **Root Cause:** There is a lack of district support or school/campus incentives for chronically absent families.

Problem Statement 2: We have an increased number of dyslexic students from 4.12% to 14.01% over the course of two years. **Root Cause:** Students need supplemental activities, opportunities and instruction throughout their academic day in addition to their specific dyslexia intervention.

School Processes & Programs Strengths

School processes and Program Strengths

1. Attendance rates have increased over the past 3 years.
2. Our staff are trained through PBIS and CHAMPS and other trainings to meet the educational needs of all our students
3. Dedicated teachers who build positive relationships with their students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although attendance is increasing, it is at a slower rate than desired and below the district goal of 97%. **Root Cause:** There is a lack of district support or school/campus incentives for chronically absent families.

Problem Statement 2: We have an increased number of dyslexic students from 4.12% to 14.01% over the course of two years. **Root Cause:** Students need supplemental activities, opportunities and instruction throughout their academic day in addition to their specific dyslexia intervention.

Perceptions

Perceptions Summary

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses at Navarro were action to cause disruption, pushing or shoving and punching, hitting or kicking.

There are multiple places to document behavior issues that do not communicate with each other, which causes an overwhelming amount of documentation needed. Many behavior incidents or classroom disruptions are reported in Branching Minds and not logged as an official behavior incident. Teachers take a lot of time trying to keep incidents from escalating.

Students report not wanting to come to school and have a general lack of social skills that leads to bullying and negative peer relationships. Teachers struggle to find time to explicitly teach and enforce appropriate social skills related to the needs, due to the intense academic demands of the curriculum as well as the need to supervise so many students.

The teacher turnover data as reported on the most recent TAPR was 73.68%, which is up 1.46% from the prior year rate of 72.22%.

Results from the staff survey indicate that most staff, 96%, feel Navarro has a positive culture and 85% feel student discipline and behavior problems are handled effectively. Most concerns is the significant drop in staff feeling comfortable coming to administrators with concerns and that they are allowed input into decisions.

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Parent/family participation in campus events has stayed about the same to prior years. The most attended events were Fall Festival, grade level music programs, Black History program and Dia de Los Ninos. 100% of parent surveys reported that they feel their child is safe at school and that we see each other as partners in their child's education.

Strengths:

- Positive school culture.
- Students report “my teachers care about me.”

Weaknesses:

- Students report not getting along with each other.
- Students report low scores for the statement, “I like to come to school.”
- Potentially need more incident reports and behavioral data overall.

Problem Statements:

- Students report low scores for wanting to come to school and for getting along with each other.
- Need more data for incident reports.
- Need more participation in surveys.

Perceptions Strengths

- Positive school culture.
- Students report “my teachers care about me.”

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students report low scores for wanting to come to school and for getting along with each other. **Root Cause:** Lack of student relationships. Lack of social skills and emotional regulation. Students not engaged in the classwork and lessons.

Problem Statement 2: Need more data for incident reports and surveys. **Root Cause:** Teachers and staff don't always report what occurs. Multiple places to document and the day to day of teaching gets in the way.

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Priority Problem Statements





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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 showing growth on STAAR ELAR and Math from 2023-2024 to 2024-2025.

Strategy 1 Details	Reviews		
<p>Strategy 1: Fourth grade teachers will analyze student STAAR data from the third grade STAAR to target specific skills students did not show mastery of and make a plan to strengthen those skills.</p> <p>Strategy's Expected Result/Impact: More students passing STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, IC's, Reading Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Increase teacher focus on critical thinking, accountable talk, independent reading and writing (Navarro 4 Academic Benchmarks).</p> <p>Strategy's Expected Result/Impact: Students increased ability to think, talk, read and write across all grade levels and subject areas</p> <p>Staff Responsible for Monitoring: Teachers, IC's, Reading Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
			488

Strategy 3 Details	Reviews		
<p>Strategy 3: Provide opportunities for all students to meet state standards through bi-monthly PLC meetings with teachers to discuss student progress, instruction, and teaching strategies to support student mastery of objectives.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, IC's, Reading Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading/writing and math student workbooks for 3rd and 4th grade - State Comp - \$8,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Job embedded professional learning during PLC, focusing on guided reading, independent reading, writing about reading, reading wall, classroom book clubs and Storyworks, to improve instruction and keep students from dropping out of school.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy and student learning.</p> <p>Staff Responsible for Monitoring: Teachers, IC's, Reading Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Mar	June
			489
 No Progress  Accomplished  Continue/Modify  Discontinue			


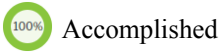
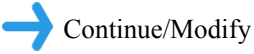

Goal 1: Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential

Performance Objective 2: The median percentile on MAP increases from BOY to MOY to EOY.

Evaluation Data Sources: MAP, School Profile

Strategy 1 Details	Reviews		
<p>Strategy 1: Bi-monthly PLC meetings will be utilized to discuss student progress, instruction and teaching strategies to support student mastery of objectives.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Teachers, IC's, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: During bi-monthly PLC's, MAP data, walkthrough data, and alignment of plans to instruction will be analyzed to determine students on target for growth and adjustments made to scaffold interventions for those students not showing growth.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Teachers, IC's, Reading Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Staff Development materials - State Comp - \$1,448</p>	Formative		Summative
	Nov	Mar	June
			490





Strategy 3 Details	Reviews		
<p>Strategy 3: 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, determined by analysis of student levels and math.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Teachers, IA's, Reading Interventionist, IC's, Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Small group materials; math materials; Patterns of Power books; Fact Fluency Reflex Math, Math Rocks Concert - Title I, A - \$11,800, Reading A-Z; Scholastic StoryWorks - State Comp - \$6,500</p>	Formative		Summative
	Nov	Mar	June

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 to empower students to be academically and socially-emotionally successful.

Strategy 1 Details	Reviews		
<p>Strategy 1: Encourage reading by having Reading Night, Read Across America, after school and classroom student book clubs for second through fourth grade, additional books for the library, 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.</p> <p>Strategy's Expected Result/Impact: Increase student reading ability and foster a love of reading.</p> <p>Staff Responsible for Monitoring: Teachers, Reading IC, Reading Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Night, student book club books & notebooks, Read Across America, Reading Incentives; Classroom book clubs, Library books - Title I, A - \$16,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Increase targeted, differentiated instruction and provide well rounded education through additional pull-out and in-class support with tutors and Reading Interventionist, as well as tutoring beyond the school day with teachers, IC's and IA's.</p> <p>Strategy's Expected Result/Impact: Increased student mastery of concepts.</p> <p>Staff Responsible for Monitoring: Teachers, Tutors, Reading Interventionist, IA's, IC's, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors and Academic Support Instructional Aide; snacks for after school tutorials - Title I, A - \$80,362</p>	Formative		Summative
	Nov	Mar	June
			492

Strategy 3 Details	Reviews		
<p>Strategy 3: Support a robust PK program by incorporating engaging teaching to keep students from dropping out of school later in their educational pathway.</p> <p>Strategy's Expected Result/Impact: Increased student learning and engagement</p> <p>Staff Responsible for Monitoring: Teachers, IA's, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Starfall - State Comp - \$250</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Students will attend educational field trips to transfer school learning to real world learning.</p> <p>Strategy's Expected Result/Impact: Students connecting classroom learning to real world.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Buses for field trips and all day field trip for fourth graders to Camp Allen - State Comp - \$8,000</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success to foster a shared responsibility for a positive learning environment.





Performance Objective 1: Increase the student attendance rate from 95% to 96%.

Strategy 1 Details	Reviews		
<p>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</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide incentives for students that have exemplary attendance during a grading period. Strategy's Expected Result/Impact: Increased student achievement due to being at school regularly. Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Attendance incentives - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June
			494
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success to foster 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 and incident reports in Branching Minds





Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student engagement</p> <p>Staff Responsible for Monitoring: Teachers, IC's, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teach and reinforce STRONG expectations and common area expectations.</p> <p>Strategy's Expected Result/Impact: Increase student positive behavior and learning</p> <p>Staff Responsible for Monitoring: Teachers, IC's, IA's, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
			495
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success to foster a shared responsibility for a positive learning environment.

Performance Objective 3: Expand family and community involvement in PTO, student learning, and school functions.

Evaluation Data Sources: Sign in sheets





Strategy 1 Details	Reviews		
<p>Strategy 1: Create family support learning opportunities during monthly meetings and advertise them in advance so parents can plan to attend.</p> <p>Strategy's Expected Result/Impact: Family involvement in their child's education.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Institute Newsletter; Snacks for parent meetings - Title I, A - \$1,714</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Offer a variety of school functions to promote family and community involvement.</p> <p>Strategy's Expected Result/Impact: Parents and staff building a stronger sense of community and partnership.</p> <p>Staff Responsible for Monitoring: Teachers, IA's, Administrators</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews 496		
<p>Strategy 3: Navarro will engage parents in their child's education by providing training to staff on the value of parent and family involvement.</p> <p>Strategy's Expected Result/Impact: Staff understanding the value of parents and building strong relationships.</p> <p>Staff Responsible for Monitoring: Teachers, IA's, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Navarro will jointly evaluate and 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 English and Spanish and other languages upon request. The compact will be made available to parents during Parent/Teacher conferences in September.</p> <p>Strategy's Expected Result/Impact: Parents and staff creating a stronger sense of community and partnership.</p> <p>Staff Responsible for Monitoring: Teachers, IA's, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Navarro will provide two Annual Title 1 meetings. One during Open House and another at a PTO meeting. 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.</p> <p>Strategy's Expected Result/Impact: Increased family engagement.</p> <p>Staff Responsible for Monitoring: Teachers, IA's, IC's, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success to foster a shared responsibility for a positive learning environment.

Performance Objective 4: Create opportunities for students to develop leadership skills.





Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize third and fourth grade students 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: Teachers, IA's, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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: Teachers, IA's, Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Utilize teachers to select responsible students for the Sunshine Club, who 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 decisions. Staff Responsible for Monitoring: Teachers, IA's, Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June ⁴⁹⁸

Strategy 4 Details	Reviews		
<p>Strategy 4: Student volunteers are utilized in the library to help shelve books and be part of the library cadre of assistants.</p> <p>Strategy's Expected Result/Impact: Students taking ownership of their actions and leading others to make STRONG decisions.</p> <p>Staff Responsible for Monitoring: Teachers, IA's, Librarian, Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Students from fourth grade will be selected to help anchor Morning Meeting, as well as each grade level class will send students to lead the pledges.</p> <p>Strategy's Expected Result/Impact: Sense of pride and ownership in the campus.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: 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.

Evaluation Data Sources: Walk-through data

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide learning opportunities for teachers on CHAMPS Basic 5 and Navarro Expectations along with reflection time on walkthrough data with opportunities to implement in their classroom and observe other classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers growing in their profession and teaching skills and feeling supported.</p> <p>Staff Responsible for Monitoring: Teachers, IC's, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: 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		
<p>Strategy 1: Instructional Coaches, Team Leaders and Administrators will support teacher by listening, questions, guiding and providing observational data to generate conversations around academics and behavior.</p> <p>Strategy's Expected Result/Impact: Teachers will have a layer of different people to help answer questions and provide professional and academic assistance.</p> <p>Staff Responsible for Monitoring: Teachers, IC's, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Staff will be recognized during morning meeting, planning, PLC, staff meetings and other venues for exhibiting academic and behavioral goals of the campus as well as teacher and staff of the month selected by their peers and recognized monthly.</p> <p>Strategy's Expected Result/Impact: Teachers and staff feeling recognized and valued by their colleagues.</p> <p>Staff Responsible for Monitoring: Teachers, IA's, IC's, Support Staff, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
			501
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading/writing and math student workbooks for 3rd and 4th grade		\$8,000.00
1	2	2	Staff Development materials		\$1,448.00
1	2	3	Reading A-Z; Scholastic StoryWorks		\$6,500.00
1	3	3	Starfall		\$250.00
1	3	4	Buses for field trips and all day field trip for fourth graders to Camp Allen		\$8,000.00
Sub-Total					\$24,198.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Small group materials; math materials; Patterns of Power books; Fact Fluency Reflex Math, Math Rocks Concert		\$11,800.00
1	3	1	Reading Night, student book club books & notebooks, Read Across America, Reading Incentives; Classroom book clubs, Library books		\$16,000.00
1	3	2	Tutors and Academic Support Instructional Aide; snacks for after school tutorials		\$80,362.00
2	1	2	Attendance incentives		\$500.00
2	3	1	Parent Institute Newsletter; Snacks for parent meetings		\$1,714.00
Sub-Total					\$110,376.00

Bryan Independent School District
Neal Elementary
2024-2025 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.

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: June 13, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2024, the Neal Elementary CNA Planning Team met on May 15 and May 21 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders:

Franz Calvo, Pre-K Bilingual Teacher
Emily Leopold, Kindergarten Teacher
Agustin Lara, 1st grade Bilingual Teacher
Latonya Felder, 2nd grade Teacher
Israel Baltazar, 3rd grade Teacher
Mirella Antunez, 4th grade Bilingual Teacher
Aimee Collins, PE Teacher
Lillian Burton, BEST Teacher
Annette Bryant, Parent
Michelle Ethridge, Parent
Chelsea Knutson, Parent
Jimmie Gilbert, City of Bryan
Carmen Sanchez, SAILS Instructional Assistant
Sarah D'Olivera, Counselor
Latonya Chambers, ELA Instructional Coach
Nicole Marion, Math Instructional Coach
Joni Bailey, Assistant Principal
Juanita Ontiberos, Principal

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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:

- Student Achievement Data (STAAR, TELPAS, MAP, benchmark, CIRCLE)
- Discipline Data
- Attendance Data
- Parent, Student and Staff Surveys
- Demographics Data (ethnicity, economic status, SPED, EB, GT, migrant, homeless, At-risk)
- TAPR Report
- Program Participation Data

- Parent Sign-In Sheets
- Stakeholders Input

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Relative performance on 2023 STAAR
- Academic support such as interventionists, ICs, tutorials
- Positive Culture
- High Teacher Retention and years of experience
- Fall & spring survey positive from staff and parents
- Parent communication
- Maintaining >95% attendance rate
- Extra-curricular activities after school
- MTSS
- Lesson Design PLCs
- Effective implementation of Foundations
- Diverse population of students and staff

Needs

- Teachers are struggling to meet the varied academic and behavioral (social) needs of our students.
- Students are not demonstrating projected academic growth.
- Majority of students attained approaches on STAAR.
- General ed staff lack understanding of behaviors of ED & AU students
- Higher parent attendance at social events vs learning events
- Percentage of students chronically absent is 12.38%

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Due to needs assessment findings, student academic proficiency and growth, attendance, academic parent involvement and tier 3 behaviors were identified as targeted areas of need. We will continue to build on our strengths while adding professional development focused on academic and behavioral differentiation, parent learning opportunities that will attract parents, and increased awareness of how attendance impacts student learning to continue to grow and improve as a campus for the 2024-25 school year.

Title I, Element 1

Demographics

Demographics Summary

Robert C. Neal school is an elementary campus 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.

For the 2023-2024 school year, we have 376 students in grades Pre-K through 4th grade. Of our 376 students, 73 (19%) are African American, 17 are White (5%) and 276 (73%) are Hispanic. These percentages have remained stable over the past three years. The following programs are housed on our campus: Early Transition Bilingual/ESL, Special Education (ECSE, SAILS, BEST and resource), 504, and Gifted and Talented.

Looking at other information, we see that we have 94% that are economically disadvantaged and 41% that are limited emergent bilingual students. We have 2% students in our 504 program along with 5% and 30% in our Gifted and Talented and Special Education programs respectively. The percentage of students identified as economically disadvantaged and EB has remained stable over the last 3 years, however, the percentage of students identified as Special Education has increased. The percentage of students identified as Gifted and Talented has increased slightly over the last 3 years.

There are 29 total teachers at Neal Elementary. Of that number 21% are African American, 41% are White, and 38% are Hispanic. The average experience of our teachers is 12.5 years which is about the same as last year (12.6).

Our greatest weakness in the area of demographics is the discrepancy between the number of students identified as Special Education and the number of students identified as Gifted and Talented. Teachers struggle to meet the diverse academic and behavioral needs of their students.

Demographics Strengths

Demographic Strengths:

- Pre-K enrollment has increased over the last 3 years.
- 29% of students are identified as SPED.
- High teacher retention and years of experience.

Problem Statements Identifying Demographics Needs

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Problem Statement 1 (Prioritized): Teachers are struggling to meet the varied academic and behavioral (social) needs of our students. **Root Cause:** Teachers have not been trained on how to differentiate instruction.

Student Learning

Student Learning Summary

For 2023, Neal Elementary School had an Overall Domain Rating of B. The Student Achievement Rating was C, the School Progress Rating was B, and the Closing the Gaps Rating was C. However, Academic Growth was F.

Accountability ratings were not released this year. Therefore, we do not have Distinction Designations.

STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Students performed at or above the state average at Meets Grade Level for the following grades/subjects: 3rd grade Math

6% Emergent Bilingual students taking online TELPAS (grades 2-4) scored at Advanced High.

As we reviewed our student academic performance, the following strengths and weaknesses were identified:

Strengths:

- Relative performance on 2023 STAAR
- Academic support such as interventionists, ICs, tutorials
- Student goal setting and tracking progress
- 3rd grade scored above the state's % of students who attained meets in math

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Weaknesses:

- Academic Growth
- African American performance on STAAR math
- 4th grade overall performance
- Only 5 students earned Advanced High on TELPAS
- SPED overall performance
- Majority of students attained approaches

In an effort to meet the needs of students at-risk of failing the state assessment and ensuring that all students demonstrate sufficient growth, we have academic interventionists and instructional coaches that provide pull-out interventions. In addition, teachers have after school tutorials.

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.

As we reviewed additional data such as Circle and benchmark data, we continue to see that our students are not demonstrating sufficient growth. Just like our 2023 STAAR data shows, the majority of our students attained approaches. This tells us that our students cannot apply what they have been taught. We will continue working on ensuring that we are planning for the needs of all students and analyze instructional practices to improve differentiation. We will also be intentional about how we track mastery and use that information.

Student Learning Strengths

Strengths:

- Relative performance on 2023 STAAR
- Academic support such as interventionists, ICs, tutorials
- Student goal setting and tracking progress
- 3rd grade scored above the state's % of students who attained meets in math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not demonstrating projected academic growth. **Root Cause:** Teachers have not been trained on how to differentiate instruction.

Problem Statement 2 (Prioritized): Majority of students attained approaches on STAAR. **Root Cause:** Teachers guide/support students during mastery check.

School Processes & Programs

School Processes & Programs Summary

Neal Elementary uses the following practices to recruit, hire, and place staff:

- Recruitment
 - Attend job fairs with/HR when we have vacancies.
- Hiring
 - We conduct team interviews which always include at least one teacher.
- Placement
 - If possible, staff have a voice in the placement process. When people are happy, they are more likely to stay and be successful. We also take into account their strengths and weaknesses. More importantly, student needs play a part in the process.

Staff are evaluated annually according to district policy. It is our goal to provide timely, high quality feedback to help teachers grow. Support is provided to staff based on need. We have an ELA and Math Instructional Coach to support teachers with instructional needs. We also implement the district's mentor program for first year teachers. Administration also prioritizes teacher needs and are available to support in whatever way is needed.

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, Neal Elementary staff participated in the following professional development opportunities:

- Foundations
- Reading Horizons
- MTSS
- Branching Minds
- Active Cognitive Engagement
- Productive Struggle
- De-escalation Strategies and Responding to Misbehavior
- Student Goal Setting
- District Mandated PD

All teachers implement all components of the district curriculum. We constantly analyze data (DBAs, 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.

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For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	28.77%
Bilingual/ESL/EB	43.28%
Gifted & Talented	4.11%

Program	Participation Rate
Dyslexia	8.49%
At-Risk	75%

In general, the number of discipline incidents has decreased as compared to the previous year. The frequent offenses at Neal Elementary were serious disruption and pushing or shoving. The campus continues to implement Safe and Civil Schools. Additionally, we use the following procedures to reduce the overuse of discipline practices:

- REGAL Matrix
- CHAMPS
- Daily Social Skills Instruction
- Class Dojo
- REGAL Mart

In addition, the principal and assistant principal are certified in Restorative Practices.

The following practices are in place to address school safety, bullying, drugs, violence, suicide prevention, physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children:

- Safety Drills
- Daily Social Skills Instruction
- Counselor Guidance Lessons
- B-Safe App
- Threat Assessment Team

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.

It is also our goal to develop well-rounded students so we have implemented the following after-school extra-curricular programs:

- Robotics Lego Team
- Art Club
- Choir
- Drum Club
- Ballet Folklorico
- Student Ambassadors
- UIL

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Attendance continues to be a focus for us. Our attendance rate increased this year from 95.11% to 95.39% and our percentage of chronically absent students decreased from 13.32% to 12.38%.

School Processes & Programs Strengths

Strengths:

- Maintaining >95% attendance rate

- Extra-curricular activities after school
- Retaining highly-qualified staff
- MTSS
- Lesson Design PLCs
- Master schedule maximizes instructional time
- Technology ratio 1:1
- Pull-out GT Instruction
- Effective implementation of Foundations

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Chronic absenteeism is 12.38%. **Root Cause:** There are no parent consequences for truancy.

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.

Student Engagement

In general, the number of discipline incidents has decreased as compared to last year. The following is an overview of this year's discipline incidents at Neal Elementary:

- 20 discipline referrals (removing truancy incidents)
- 10 DMC Placements
- 1 suspension
- 0 DAEP Placements
- 10 total students (2 students have 5 each)

This is our seventh year of implementing our daily social skills instruction which includes the Essential Eight, and it is our sixth year of implementing our REGAL matrices, CHAMPS, and student recognition (Class Dojo and REGAL Mart). Our Foundations team leads us in constantly evaluating implementation and our student needs to ensure that our efforts are actually impacting student behavior.

We also have a high number of Special Education students that display challenging behaviors.

This year's student survey indicates that over 92% of our students who completed the survey feel safe at school and loved.

Staff Engagement

The teacher retention rate was 90.63% which is up from last year's rate of 84.38%.

Results from the staff survey indicate that 89% of our staff that completed the survey feel that our school has a positive culture and 100% said they enjoy coming to work most days.

Family/Parent Engagement

Parent/family participation in campus events has remained the same as compared to prior years. The most attended events were student performances and social events like Pastries with Parents.

Parents/families listed family schedule as the greatest barrier to participation.

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This year's parent survey indicates that 100% of our parents who completed the survey feel:

- Welcome at their child's school
- Their child is safe
- That staff really cares about their child
- The school views them as a partner in their child's education
- Overall, the school is a friendly place.

Perceptions Strengths

Strengths:

- Only 13 behavior incidents
- Positive Culture
- High Teacher Retention
- Foundations
- Fall & spring survey positive from staff and parents
- Parent communication
- High attendance at family night

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Gen ed staff lack understanding of behaviors of ED & AU students **Root Cause:** Teachers do not feel confident/competent handling behaviors exhibited by our students identified as ED and AU.

Problem Statement 2 (Prioritized): Higher parent attendance at social events vs learning events **Root Cause:** We are not planning a component that "hooks" parents.

Priority Problem Statements

Problem Statement 1: Teachers are struggling to meet the varied academic and behavioral (social) needs of our students.

Root Cause 1: Teachers have not been trained on how to differentiate instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are not demonstrating projected academic growth.

Root Cause 2: Teachers have not been trained on how to differentiate instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Majority of students attained approaches on STAAR.

Root Cause 3: Teachers guide/support students during mastery check.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Chronic absenteeism is 12.38%.

Root Cause 4: There are no parent consequences for truancy.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Gen ed staff lack understanding of behaviors of ED & AU students

Root Cause 5: Teachers do not feel confident/competent handling behaviors exhibited by our students identified as ED and AU.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Higher parent attendance at social events vs learning events

Root Cause 6: We are not planning a component that "hooks" parents.

Problem Statement 6 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

- Campus 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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 benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten 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
- 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
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: June 13, 2024

Goal 1: By May 2025, we will increase the number of students who are likely to attain meets on STAAR from 26% to 40% and masters from 8% to 15% as a result of effective differentiated instruction and tracking independent mastery checks.





Performance Objective 1: 60% of students will meet or exceed projected growth on MAP assessments by May 2025.

High Priority

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data Teacher Observation Data Lesson Plans</p> <p>Staff Responsible for Monitoring: Classroom Teachers ICs Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data Teacher Observation Data Lesson Plans</p> <p>Staff Responsible for Monitoring: Classroom Teachers ICs Principal/AP</p> <p>Funding Sources: RAZ Kids, Pebble Go, Summit K-12, AR - State Comp - \$7,000, Summit K-12 - Title III, A - LEP, Chromebooks - State Comp - \$5,150, Summit K-12 - Title I, A - \$2,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will provide timely and effective assistance (before and after school, Saturday School, Friday evening school, etc.) 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.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal</p> <p>Title I: 2.5</p> <p>Funding Sources: Interventions through After-School Tutorials - Title I, A - \$5,000, Novel Sets for After-School Enrichment Reading Book Club - State Comp - \$1,582, IAs- After School Math and Reading Lab - State Comp - \$3,600</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data Teacher Observation Data Lesson Plans</p> <p>Staff Responsible for Monitoring: Classroom Teachers ICs Principal/AP</p> <p>Title I: 2.6</p> <p>Funding Sources: Materials for workstations - Title I, A - \$4,972</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: All mastery checks will be completed independently by students with no guidance or prompting, and teachers will track daily. Strategy's Expected Result/Impact: Student Achievement Data Staff Responsible for Monitoring: Principal/AP ICs Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: By May 2025, we will increase the number of students who are likely to attain meets on STAAR from 26% to 40% and masters from 8% to 15% as a result of effective differentiated instruction and tracking independent mastery checks.

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 2025.

Evaluation Data Sources: MAP data
Teacher Observation Data

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data Teacher Observation Data Lesson Plans</p> <p>Staff Responsible for Monitoring: ICs Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Neal Elementary will recruit effective teachers through: hosting methods students and student teachers and attending job fairs.</p> <p>Strategy's Expected Result/Impact: 100% Fully staffed with qualified applicants</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			522

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teacher Retention Rate Teacher Surveys</p> <p>Staff Responsible for Monitoring: ICs Principal/AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data Teacher Observation Data Lesson Plans</p> <p>Staff Responsible for Monitoring: Teachers ICs Principal</p> <p>Title I: 2.4</p> <p>Funding Sources: TI IC - ELA - Title I, A - \$72,625, TI IC - Math - Title I, A - \$72,625</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Arrangements are made to help ensure that all paraprofessionals attain highly qualified requirements.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June





Strategy 6 Details	Reviews		
Strategy 6: Teachers will participate in professional development focused on effectively differentiating instruction. Strategy's Expected Result/Impact: Student Achievement Data Staff Responsible for Monitoring: Principal/AP ICs Funding Sources: Differentiated Instruction Resources - Title I, A - \$455	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
Strategy 7: Teachers will participate in the Lead4ward Rockin' Review professional development focused on developing an in-depth understanding of the state assessment. Funding Sources: Registration and Travel for Teachers- Lead4ward Rockin' Review - State Comp - \$2,500	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By May 2025, we will increase the number of students who are likely to attain meets on STAAR from 26% to 40% and masters from 8% to 15% as a result of effective differentiated instruction and tracking independent mastery checks.

Performance Objective 3: 100% of teachers will effectively monitor student progress and determine appropriate interventions and enrichment to ensure that 60% of students meet the projected growth on MAP assessments by May 2025.

Evaluation Data Sources: Student Achievement Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Student data meetings will be conducted twice per 6 weeks (analyzing tracking for mastery, guided reading binders, and assessment data) and MTSS once per 6 weeks.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data Discipline Data</p> <p>Staff Responsible for Monitoring: Principal/AP ICs Classroom Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Part-time Reading Academic Interventionist will provide pull-out interventions for at-risk students identified through RtI.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data</p> <p>Staff Responsible for Monitoring: Academic Interventionist Principal</p> <p>Title I: 2.4</p> <p>Funding Sources: Academic Interventionist - Title I, A - \$37,160</p>	Formative		Summative
	Nov	Mar	June
			525
Strategy 3 Details	Reviews		
<p>Strategy 3: Part-time Academic Interventionist will serve as the MTSS facilitator ensuring that at-risk students' needs are met in a timely manner.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data</p> <p>Staff Responsible for Monitoring: Principal Academic Interventionist</p> <p>Funding Sources: - Title I, A - \$37,160</p>	Formative		Summative
	Nov	Mar	June





Strategy 4 Details	Reviews		
<p>Strategy 4: Teachers will provide feedback to ICs regarding district assessments to ensure the validity of student data.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data</p> <p>Staff Responsible for Monitoring: Classroom Teachers ICs</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: By May 2025, we will increase the number of students who are likely to attain meets on STAAR from 26% to 40% and masters from 8% to 15% as a result of effective differentiated instruction and tracking independent mastery checks.

Performance Objective 4: 100% of students will develop a life goal plan as a result of increased efforts to produce well-rounded students who are ready to face challenges they face upon graduation by May 2025.

Evaluation Data Sources: Student plans
Student Achievement Data

Strategy 1 Details	Reviews		
<p>Strategy 1: The PE coach will teach health lessons addressing healthy eating, taking care of your body and fitness goals twice per 6 weeks.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data Fitness gram data</p> <p>Staff Responsible for Monitoring: PE Coach Principal/AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: The counselor will implement guidance lessons addressing bullying, conflict resolution, violence and drug prevention, and character development.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data Discipline Data</p> <p>Staff Responsible for Monitoring: Counselor Principal/AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			527
Strategy 3 Details	Reviews		
<p>Strategy 3: The master schedule includes 25 minutes for our daily social skills and Essential Eight lessons.</p> <p>Strategy's Expected Result/Impact: Student Achievement Data Discipline Data</p> <p>Staff Responsible for Monitoring: Specials Teachers Principal/AP</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June





Strategy 4 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By May 2025, we will increase our student attendance rate from 95.39% to 95.7% and decrease the percentage of students who are chronically absent from 12.38% to 10%.

Performance Objective 1: Our student attendance rate will increase to 95.7% by May 2025.

High Priority

Evaluation Data Sources: Attendance data





Strategy 1 Details	Reviews		
<p>Strategy 1: The attendance committee will seek input for attendance incentives and celebrations.</p> <p>Strategy's Expected Result/Impact: Attendance Data</p> <p>Staff Responsible for Monitoring: AP Attendance Committee</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Students will track their daily attendance.</p> <p>Strategy's Expected Result/Impact: Attendance Data</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Principal will meet weekly with students identified as chronically absent in the 23-24 school year to track attendance and provide incentives. Principal will also maintain constant communication (hand written letters, Class Dojo messages, phone calls, face to face conversations) with their parents.</p> <p>Strategy's Expected Result/Impact: Lower percentage of students identified as chronically absent.</p> <p>Staff Responsible for Monitoring: Principal Attendance Committee</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: By May 2025, we will increase our student attendance rate from 95.39% to 95.7% and decrease the percentage of students who are chronically absent from 12.38% to 10%.

Performance Objective 2: Discipline referrals will decrease by 25% and the percentage of those referrals for Special Education students will decrease from 70% to 50% by May 2025.

Evaluation Data Sources: Discipline Data
Teacher Observations





Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Discipline Data Student Achievement Data</p> <p>Staff Responsible for Monitoring: Staff Foundations Team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will teach Essential Eight lessons once per week and REGAL social skills lessons 4 days per week.</p> <p>Strategy's Expected Result/Impact: Discipline Data Student Achievement Data</p> <p>Staff Responsible for Monitoring: Teachers Foundations Team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			530
Strategy 3 Details	Reviews		
<p>Strategy 3: Staff will implement the REGAL matrix as a tool to communicate expectations.</p> <p>Strategy's Expected Result/Impact: Discipline Data Student Achievement Data</p> <p>Staff Responsible for Monitoring: Staff Foundations Team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: We will conduct monthly PLCs focused on understanding how Autism and Emotional Disturbances can manifest in the classroom and strategies to effectively handle these behaviors. Strategy's Expected Result/Impact: Discipline Data Staff Responsible for Monitoring: Principal/AP SPED Teachers Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			531

Goal 2: By May 2025, we will increase our student attendance rate from 95.39% to 95.7% and decrease the percentage of students who are chronically absent from 12.38% to 10%.

Performance Objective 3: The percentage of chronically absent students will decrease to 10% by May 2025.

Evaluation Data Sources: Attendance Data





Strategy 1 Details	Reviews		
<p>Strategy 1: At the end of every 6 weeks, students identified as chronically absent and their parents will be required to attend a Saturday make-up day and training.</p> <p>Strategy's Expected Result/Impact: Attendance Rate</p> <p>Staff Responsible for Monitoring: Attendance Committee</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: By May 2025, we will increase parent participation in learning opportunities by 10% as a result of planning meaningful and engaging activities.

Performance Objective 1: 100% of teachers will clearly and consistently communicate academic and behavioral performance and progress with parents by May 2025.

Evaluation Data Sources: Title I Audit
Parent Involvement Policy Program Evaluation

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will make a minimum of one positive contact (call, Class Dojo message, text, face-to-face) for each student every 6 weeks and will turn in logs at the end of each 6 weeks.</p> <p>Strategy's Expected Result/Impact: Phone Log Parent Surveys Discipline Data Student Achievement Data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Completed Home School Compact Parent Surveys Discipline Data Student Achievement Data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			533





Strategy 3 Details	Reviews		
<p>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.)</p> <p>Strategy's Expected Result/Impact: Parent Conference Documentation Parent Surveys Student Achievement Data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Teachers will utilize ClassDojo to communicate behavioral performance.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: By May 2025, we will increase parent participation in learning opportunities by 10% as a result of planning meaningful and engaging activities.

Performance Objective 2: Our school will conduct a minimum of 10 meaningful and needs-based parent learning opportunities by May 2025.

Evaluation Data Sources: Title I Audit
Parent Involvement Policy Program Evaluation

Strategy 1 Details	Reviews		
<p>Strategy 1: A parent survey will be sent home to determine topics for parent learning opportunities. Morning and evening activities will be scheduled, childcare available, and training provided in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Parent Sign-In Parent Surveys</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Funding Sources: SMART Snacks, PFE materials - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: 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. Each activity will involve a component that will motivate parents to attend.</p> <p>Strategy's Expected Result/Impact: Parent Sign-in Parent Surveys Student Achievement Data</p> <p>Staff Responsible for Monitoring: Staff</p> <p>Title I: 4.2</p> <p>Funding Sources: Instructional Resources for parents - Title I, A - \$1,044, SMART snacks at PFE activities - Title I, A - \$250, Childcare at PFE activities - Title I, A - \$250</p>	Formative		Summative
	Nov	Mar	June
			535

Strategy 3 Details	Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Parent Sign-in Parent Surveys</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: SMART Snacks, PFE Materials - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: 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)</p> <p>Strategy's Expected Result/Impact: Parent Sign-in</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Neal Elementary

Total SCE Funds: \$19,832.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We will use funds to provide supplemental pay for instructional assistants running an after school math and reading lab. In addition we will pay for subscriptions to computer programs and Chromebooks. We will also use funds to send our 3rd and 4th grade teachers to the Lead4ward Rockin' Review professional development.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Townsend	Academic Interventionist		

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	1	6			\$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	4			\$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
2	2	6			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00

539

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$0.00
3	2	4			\$0.00
Sub-Total					\$0.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Chromebooks		\$5,150.00
1	1	2	RAZ Kids, Pebble Go, Summit K-12, AR		\$7,000.00
1	1	3	IAs- After School Math and Reading Lab		\$3,600.00
1	1	3	Novel Sets for After-School Enrichment Reading Book Club		\$1,582.00
1	2	7	Registration and Travel for Teachers- Lead4ward Rockin' Review		\$2,500.00
Sub-Total					\$19,832.00
Title III, A - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Summit K-12		\$0.00
Sub-Total					\$0.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Summit K-12		\$2,000.00
1	1	3	Interventions through After-School Tutorials		\$5,000.00
1	1	4	Materials for workstations		\$4,972.00
1	2	4	TI IC - ELA		\$72,625.00
1	2	4	TI IC - Math		\$72,625.00
1	2	6	Differentiated Instruction Resources		\$455.00
1	3	2	Academic Interventionist		\$37,160.00
1	3	3			\$37,160.00
3	2	1	SMART Snacks, PFE materials		\$0.00
3	2	2	Childcare at PFE activities		\$250.00
3	2	2	SMART snacks at PFE activities		\$250.00
3	2	2	Instructional Resources for parents		\$1,044.00
3	2	3	SMART Snacks, PFE Materials		\$0.00

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$233,541.00

Bryan Independent School District
Sul Ross Elementary
2024-2025 Campus Improvement Plan



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 2024, Ross Elementary School CNA Planning Team met on 5/1/24 and 5/8/24 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of stakeholders; teachers, support staff, parents, and community members

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included parent, teacher, and student surveys, demographic and academic data, attendance data, professional development, and discipline data. As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Student growth on reading and math MAP
- Teachers Increased their competency in classroom management skills through extensive professional development opportunities
- Professional learning communities
- The majority of parents and students feel students are safe and that the students are treated with respect at school

Needs

- Increase the meets and masters levels for students on free and reduced lunches to match their peers on reading and math STAAR
- Attendance decreased from the previous year from 94.37% to 93.75%.
- Student survey notes that peer to peer interactions can be improved
- Recruit a more diverse group of teachers and staff to resemble the student population

545

Due to needs assessment findings, increasing the number of students who attain meets and masters levels on STAAR, improved attendance, and improving peer to peer interactions were identified as targeted areas of need. We will continue to build on our strengths while adding aligned enrichment activities to move students forward, social skills lessons that reflect student needs, and attendance initiatives to continue to grow and improve as a campus for the 2024-25 school year.

Title I, Element 1

Demographics

Demographics Summary

Sul Ross is an elementary 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.

For the 2023-2024 school year, we have 563 students in grades pre kindergarten - fourth. Of our 563 students, 181 (31.19%) are African American, 137 are White (24.77%) and 198 (34.31%) are Hispanic. These percentages have remained stable over the past three years, with the Hispanic student population increasing by 3% and the African American student population decreasing by 5%. The following programs are housed on our campus: SAILS, BEST, and Explore.

Looking at other information, we see that we have 72% that are economically disadvantaged and 3.55% that are limited emergent bilingual students. We have 16 (2.8%) students in our SAILS program, 12 (2.1) % in our BEST program, 75 (13.3%) in our Explore program along with 16.3% and 20.6% in our Gifted and Talented and Special Education programs respectively. These percentages have remained stable over the past 3 years.

There are 35 total teachers at Sul Ross Elementary. Of that number 8.5% are African American, 77.1% are White, and 14.3% are Hispanic. The average years of experience is between 5-10 years.

The data shows a 5% increase in students qualifying for special education services. This increase could possibly be attributed to the fact that students identified with dyslexia were previously served through Section 504 and are now served through special education.

Problem Statements Identifying Demographics Needs

547

Problem Statement 1: Discipline referral data is not representative of the campus demographics. **Root Cause:** Students lack self regulation skills and teachers need more professional development on how to assist students with regulating emotion.

Student Learning

Student Learning Summary

For 2023, Ross Elementary School had an Overall Domain Rating of 78-C. The Student Achievement Rating was 74-C, the School Progress Rating was 80-B, and the Closing the Gaps Rating was 72-C.

For 2024 Ross Elementary School had an Overall Domain Rating of 78-C. The Student Achievement Rating was 74-C, the School Progress Rating was 80-B and the Closing the Gaps Rating was a 73-C.

2023 STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made. 2024 results have been shared and we are disaggregating them currently, although overall scores remained stable when compared to the 2023 school year.

For 2023, Students performed at or above the state average at Meets Grade Level for the following grades/subjects: 37% in 3rd grade reading, 42% in 3rd grade math, 54% in 4th grade math, and 46% in 4th grade reading.

0% of Emergent Bilingual kindergarten students, 33.3% of first grade students, 0% of second and third grade students, and 66.7% of fourth grade students taking TELPAS scored at Advanced High.

Based on the 2023 STAAR Domain I (student achievement) and an analysis of meets/masters grade level performance by sub-groups, 75% of economically disadvantaged students did not meet grade level expectations in reading and 72% of economically disadvantaged students did not meet grade level expectations in math.

The following academic support programs are available on campus: Reading intervention, Special Education (resource, SAILS, and BEST), and Explore Highly Gifted Academy.

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, especially with regard to meeting the needs of students/families living in

poverty.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who are eligible for free or reduced lunches do not perform at the same level on STAAR as their peers. **Root Cause:** Professional development for teachers to meet the academic and social emotional needs of Low SES students.

School Processes & Programs

School Processes & Programs Summary

Staff are evaluated annually according to district policy. Support is provided to staff based on need. Ross uses support from instructional coaches to help struggling teachers and students. Ross also recruits current student teachers. Ross gives teachers a lot of opportunities to participate in decision making on the campus. EX: Creating school wide lesson plans for different high needs areas around the school. Ross has EOY surveys for teachers and staff to complete to identify areas of strength and need. Ross conducts data digs after DBA's and other major assessments for teachers to look at student achievement, and create action plans. After each concept quiz Ross looks at most missed questions during PLC and plans for ways to reteach.

Professional development is planned based on district initiatives, observation results, student academic performance, teacher needs, etc. This year, teachers participated in the following professional development opportunities....

- Foundations
- Data Digs
- APs on Behavior
- Special Education on Behavior Strategies
- Seidlitz Strategies
- Planning PLCs

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	20.49
Bilingual/ESL/EB	2.64
Gifted & Talented	17.24
Dyslexia	3.25
At-Risk	75.05
CTE	

550

In general, the number of discipline incidents has stabilized as compared to prior years. The frequent offenses at Ross were: in the

classroom, punching/kicking. The campus continues to implement Safe and Civil Schools. Additionally, Ross uses the following procedures to reduce the overuse of discipline practices:

Foundations training and implementation of common area expectations, CHAMPS implementation, daily social skills lessons to include E8 each week, team building and classroom structures that encourage a positive classroom community.

School safety is addressed through monthly safety committee meetings, safety drills (lockdown, fire, shelter in place, severe weather), security officer, and reviewing safety protocols during August PD and throughout the year.

Attendance decreased slightly from the previous year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Attendance slightly decreased from 94.37% for the 22-23 school year to 94.16 for the 23-24 school year. **Root Cause:** Educate families on the importance of consistent school attendance and how it correlates to reading skills and high school graduation.

Perceptions

Perceptions Summary

In general, the number of discipline incidents is about the same as compared to prior years. The frequent offenses were punching/kicking. Most incidents occurred in the classroom of teachers who are new to Ross.

Results from the student survey indicate that students and parents feel their children are safe and Ross and are receiving a quality education. Students feel that the peer to peer interactions can be negative at times which influences students lack of desire to come to school.

The teacher turnover data as reported on the most recent TAPR was 80% which was an increase from the previous 2 years.

Parent/family participation in campus events has increased as compared to prior years. The most attended events were Meet the Teacher, Family Fitness Night and Field Day.

Parents/families listed the following as the greatest barriers to participation.

Transportation

Work Schedule

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students perceive an increase in negative student to student interactions which impedes their desire to come to school. **Root Cause:** Students need to be taught appropriate positive student to student interactions in a variety of situations.

Priority Problem Statements

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

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

554

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

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

555

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 2025.

Evaluation Data Sources: DBAs, Benchmarks, STAAR

Strategy 1 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - Title I, A - \$5,000, Staff Development - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>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 and consistent and strong implementation of the RtI process. The 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, Reading Horizons, Next Step Forward, Imagine Math, 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.</p> <p>Strategy's Expected Result/Impact: Increase achievement of low performing students, close gaps</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Reading Interventionist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Interventionist - Title I, A - \$63,535</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase achievement of special education students</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Special Education Teachers</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement of all student groups</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Reading Interventionist</p> <p>Title I: 2.5</p> <p>Funding Sources: Tutors - Title I, A - \$26,965, Tutors - State Comp - \$10,638</p>	Formative		Summative
	Nov	Mar	June
			557

Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student mastery in core contents.</p> <p>Staff Responsible for Monitoring: Instructional Leadership, Reading Interventionist</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase achievement through appropriate accommodation plans</p> <p>Staff Responsible for Monitoring: Instructional Leadership, Counselor,</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership</p> <p>Title I: 2.4</p> <p>Funding Sources: ELAR/Math Resources - Title I, A, ELAR/Math Resources - State Comp, Instructional Coach - Title I, A, Instructional Coach - State Comp, Instructional Subscriptions - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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/extension time called Raccoon U. Explicit guidelines and expectations with a monitoring piece by administration will be utilized for Raccoon U fidelity and effectiveness.</p> <p>Strategy's Expected Result/Impact: Maximize instructional minutes and increase academic achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership, Reading Interventionist</p>	Formative		Summative
	Nov	Mar	June

Strategy 9 Details	Reviews		
<p>Strategy 9: K-3 certified core content teachers, who have not previously completed reading academy, 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.</p> <p>Strategy's Expected Result/Impact: Increase reading levels of students</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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 2025.

Evaluation Data Sources: #discipline referrals, DMC log, observation and walkthrough feedback on implementation on PBIS and E8,

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve school culture to decrease DMC placements which will increase learning time and improve academic achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership, Counselor, Foundations Team</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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 to include regulation strategies, setting behavior goals aligned to social contracts or E8 and recognizing the E8 student of the month.</p> <p>Strategy's Expected Result/Impact: Decrease behavior incidents which will increase learning time</p> <p>Staff Responsible for Monitoring: Instructional Leadership, Counselor, PBIS Team</p> <p>Funding Sources: Contract Services - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease in DMC placements which increases learning time that will increase academic achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership, Counselor, PBIS Team</p>	Formative		Summative
	Nov	Mar	June⁵⁶⁰

Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved social emotional wellness to increase academic achievement</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved social and emotional wellness to increase academic achievement</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Promote a culture and climate of safety as a priority which will directly impact academic achievement</p> <p>Staff Responsible for Monitoring: School Nurse</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Promote a culture and climate of positive character qualities</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>Funding Sources: Professional Development - Title I, A</p>	Formative		Summative
	Nov	Mar	June
			561
Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Promote health and wellness to increase academic achievement</p> <p>Staff Responsible for Monitoring: PE Instructor</p>	Formative		Summative
	Nov	Mar	June





Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Positive school culture</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Counselor</p> <p>Funding Sources: Transportation-Family Engagement - Local Funds - Campus, Teacher Pay-Family Engagement - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>Strategy 10: Administration will create a welcoming committee (RRC) 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.</p> <p>Strategy's Expected Result/Impact: Incoming new students will acclimate to Ross quickly and focus on learning to increase academic achievement.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Teacher</p>	Formative		Summative
	Nov	Mar	June
Strategy 11 Details	Reviews		
<p>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, STOIC, Early Stage Intervention and Teacher's Encyclopedia through Safe and Civil Schools.</p> <p>Strategy's Expected Result/Impact: Increased learning time to increase academic achievement.</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 1: Retain 80% or more 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 2025.

Evaluation Data Sources: Number of resignations, quality and quantity of mentoring meetings, Mentor meeting year end evaluation

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased competency in instructional practices to increase teacher retention which will impact academic achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Funding Sources: Staff Development Materials Aligned with SCE - State Comp</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention rates</p> <p>Staff Responsible for Monitoring: Mentor Teacher Coordinators</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Teachers will receive stipends if eligible (bilingual, special education, ESL) for hard to fill positions to promote retention rates of teachers.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention rates</p> <p>Staff Responsible for Monitoring: Principal, District Office</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in teacher retention rates</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 4: Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 1: Increase attendance percentage from 94.16% to 95% through the education and communication with parents of the importance of attendance in addition to providing meaningful attendance incentives by May 2025.

Evaluation Data Sources: Attendance rates, late arrivals, and early pickups.

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Funding Sources: Rewards - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Individual students and classes will set attendance goals and track their attendance daily.</p> <p>Strategy's Expected Result/Impact: Increase student attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		Summative
	Nov	Mar	June
			565
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in the students education</p> <p>Staff Responsible for Monitoring: Leadership Team, Counselor, Teachers</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
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 - \$1,271, Smart Snacks - Title I, A - \$300	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
			566





Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased and improved family involvement in the school</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student ownership in his/her education</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 2025.

Evaluation Data Sources: DBAs, Benchmarks, MAP, STAAR

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will set goals with students individually on DBA, Benchmarks, MAP, Imagine Math and STAAR with a focus on Meets and Mastered levels of mastery.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Promote a love of reading by establishing a reading committee to develop a system of initiatives to promote literacy to include book talks, reading nights, book character day, authors visits, and Texas Reads One Book.</p> <p>Strategy's Expected Result/Impact: Increase reading performance levels</p> <p>Staff Responsible for Monitoring: Reading Interventionist, Librarian</p> <p>Title I: 2.6</p> <p>Funding Sources: Incentives - Local Funds - Campus, Library/Classroom Library Books - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Funding Sources: Student computers, iPads, Doc Cams - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June ⁵⁶⁸

Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in meets and masters levels on STAAR</p> <p>Staff Responsible for Monitoring: GT Coach</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Continue the district Explore program for highly gifted students to meet the unique needs of this demographic.</p> <p>Strategy's Expected Result/Impact: Increase student achievement at meets and masters levels</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Project Lead the Way (PLTW) will be implemented in phases. Explore teachers and the Librarian will be trained for implementation for the 23-24 school year where ALL students K-4 will experience hands on STEM projects that promote problem solving, critical and creative thinking, collaboration, and communication in preparation for postsecondary success.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Leadership team, teachers</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> <div style="text-align: right;">569</div> </div>			

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9	Transportation-Family Engagement		\$0.00
4	1	1	Rewards		\$0.00
5	1	2	Incentives		\$0.00
5	1	3	Student computers, iPads, Doc Cams		\$0.00
Sub-Total					\$0.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutors		\$10,638.00
1	1	7	Instructional Coach		\$0.00
1	1	7	ELAR/Math Resources		\$0.00
3	1	2	Staff Development Materials Aligned with SCE		\$0.00
Sub-Total					\$10,638.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Development		\$500.00
1	1	1	Instructional Resources		\$5,000.00
1	1	2	Reading Interventionist		\$63,535.00
1	1	4	Tutors		\$26,965.00
1	1	7	ELAR/Math Resources		\$0.00
1	1	7	Instructional Subscriptions		\$0.00
1	1	7	Instructional Coach		\$0.00
2	1	2	Contract Services		\$0.00
2	1	7	Professional Development		\$0.00
2	1	9	Teacher Pay-Family Engagement		\$0.00
4	1	7	Smart Snacks		\$300.00
4	1	7	Supplies and materials-Family Engagement		\$1,271.00

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	8			\$0.00
4	1	9			\$0.00
5	1	2	Library/Classroom Library Books		\$0.00
Sub-Total					\$97,571.00

Bryan Independent School District
Jane Long Intermediate School
2024-2025 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 2024, 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 students. More parents participated in events and engaged with staff more than has happened in the past. We have teachers growing students! Our school-home communication increased through teacher and administrator contacts. There were more celebrations of success for both students and staff. Our attendance made small gains and our counseling program had more guidance through the structure of the library.

Needs: We continue to struggle with chronic absenteeism. The campus needs to be intentional on having an instructional focus, bringing in parent partners, and having high expectations for all staff. We need to continue building on SEL for both students and staff.

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 MTSS.

(Title I Element 1)

Demographics

Demographics Summary

Jane Long Intermediate is a 5th and 6th grade intermediate school for the 2024-2025 school year. We are projected to have approximately 900 students enrolled with the following demographics:

82% - Economically Disadvantaged

72% - Hispanic

14% - African American

10% - White

3.5% - other ethnicity

8% - Gifted & Talented

46% - Emergent Bilingual (EB)

21% - Special Education

Enrollment trends are projected to stay constant. Long's attendance rate for the 2023-2024 was 94.71%, that is higher in comparison to the district average of 93.79%.

Demographics Strengths

Our Hispanic teacher population is representative of our student sub-population.

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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 lack bilingual certified teachers in content areas such as Math and Reading for both 5th and 6th Grade. **Root Cause:** Bilingual certified candidates move back to their home towns to be with their family or to bigger cities for higher pay.

Student Learning

Student Learning Summary

When reviewing our data, it indicates that our students are falling behind as the gaps are growing from one grade level to the next; our black students are scoring the lowest followed by Hispanics, with whites scores the highest; and according to TELPAS results, the speaking domain is the lowest. This data is indicative of the gaps continuing to get bigger as students are moving to the next grade level not meeting mastery skills. Intervention is critical along with small group instruction. Students not being able to read at grade level will impact the rest of the content areas, and we notice that RLA is trending upwards as compared to math. The 2023-2024 school year we implemented a structured intervention program to assist with language and skill development. We will continue to find ways to close gaps with student expectations as we become more experienced in instructional practice and providing teacher support and training for instructional strategies.

Student Learning Strengths

Teachers are becoming more clear about TELPAS testing and providing instructional supports. More students have participated in language domain goal setting and working with more intention towards exiting out of TELPAS. Summit K12 has made a positive impact on our EBs. ICs have supported teachers in creating well-organized lesson plans for all content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The campus shows minimal growth in student academic achievement for both 5th and 6th grade reading and math. **Root Cause:** There is a lack of teacher support and ongoing training to equip them with the proper academic tools to help the students make substantial gains.

Problem Statement 2: There are large gaps in student achievement among sub populations. **Root Cause:** Strong ties between all stakeholders need to be established to make academic gains. A supportive learning environment needs to improve through relationships and content knowledge.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Jane Long core teachers have a common planning period each day and they plan collaboratively with their content departments once a week. Planning is used to progress monitor, offer PD, offer trainings, data digs, 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. Instructional coaches will provide 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

100% of teachers are high quality and paraprofessionals are highly qualified. There are 10 classroom teachers that were new to the campus for the 2024-2025 school year, with 7 of them being new to teaching. 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 Safe and Civil Schools training. Teachers also received training for and are using positive incentive tracking system for students. New teachers are assigned a mentor to work with. Professional development will be held every Wednesday after school. As the needs of the campus have changed, professional 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 will conduct weekly walkthroughs to ensure that PD content is successfully being implemented in classrooms. Model teachers were used as resources for new and/or struggling teachers. JLIS has 2 counselors that provide counseling services and information 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 2023. Few families 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 families through phone calls and emails. Families can become involved by volunteering, being on the CPIC or PTO committees, and are welcome on campus any time. Activities for parent involvement may happen throughout the year. 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.

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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 administrators and given to the staff for feedback. The master schedule ensures that students are receiving the maximum amount of time they can in classrooms.

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:

Student attendance is slowly increasing which may be due to sharing attendance data with students through morning announcements, with parents through a monthly newsletter and celebrating students with the "star wall" for those who have 97% attendance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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 953 referrals during the 2023-2024 school year. This was a significant increase in the overall number of processed referrals. 56% of the referrals written were for infractions that happened in the classroom. The top referral codes were for "action to cause disruption/disruptive behavior", "serious disruption" and "punching/hitting/kicking" (45% of total referrals). A more structured environment will be put into place as the needs assessment revealed that a large number of discipline referrals were occurring during unstructured times.

The district has trained staff on restorative practices last school year. This year our PACK team will provide more support and training on implementing consistent structures that promote positive behaviors.

Safety Audits reveal that we are an overall safe campus where students can learn.

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 Pokemon club, chess club, UIL, robotics, student ambassadors, soccer club, basketball 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:

There has been reduced discipline incidents and time out of class due to discipline. Student perception of staff has become more positive. Parents perceive the campus more positively, and views the campus as a "parent partner". The parents also appreciated that the campus offered more engagement opportunities.

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Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student academic engagement is low. **Root Cause:** Training is needed to better equip staff with recognizing student academic deficits and how to close learning gaps. Training on learning strategies is needed to create more engaging lesson delivery.

Problem Statement 2: Staff morale is low due to low student / teacher respect, positive school culture, and satisfaction with Bryan ISD. **Root Cause:** Better communication is needed among the campus that includes celebrating staff success. Administration needs to have consistent practices in following the MTSS process.

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)
- 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
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use 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

- 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: The Lobo Staff will provide tiered instruction to support academic achievement and growth.

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 2025.





Evaluation Data Sources: Lesson plans
 Planning feedback and progress
 Campus Assessment Data
 District Assessment Data (including benchmarks)
 State Assessment Data

Strategy 1 Details	Reviews		
<p>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 teams will develop classroom/student intervention needs and to provide opportunities for all students to meet state standards.</p> <p>Strategy's Expected Result/Impact: Campus Based Assessments District Based Assessments State Assessments</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers Assistant Principals Dean of Instruction Principal</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>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</p>	Formative		Summative
	Nov	Mar	June
			584

Strategy 2 Details	Reviews		
<p>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, AVID Excel, MyPath, Summit K12, Seidlitz, Tutors, Interventionists, Technology resources, Imagine Math, USA Test Prep, EdPuzzle, Compass Learning, PBIS rewards as well as snacks and fidgets, Read 180, System 44, LLI, supplemental novels, supplies to enable teachers to utilize differentiated instruction/ACE strategies that supplement curriculum.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Campus Based Assessments District Based Assessments State Assessments Higher student achievement in core content areas</p> <p>Staff Responsible for Monitoring: Instructional Coaches Reading Specialist Teachers Assistant Principals Dean of Instruction Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>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</p>	Formative		Summative
	Nov	Mar	June





Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will participate in weekly 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.</p> <p>Strategy's Expected Result/Impact: Collaborative planning agendas and meeting notes Lesson plans Higher student achievement More defined and targeted lesson delivery</p> <p>Staff Responsible for Monitoring: Classroom teachers, Assistant principals, Principal, Dean of Instruction, Instructional Coaches, ELL specialist,</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Curriculum materials for effective planning - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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 to include strategies from Safe and Civil Schools, Coaching CHAMPS, Early Stage Intervention with attention to preplanned meetings to create positive relationships.</p> <p>Strategy's Expected Result/Impact: Office Sign-Ins SCE documentation eschool reports</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Instructional Coaches</p> <p>Title I: 2.5</p> <p>Funding Sources: - Local Funds - Campus, Teaching Social Skills to Youth - Book study - Title I, A - \$1,500</p>	Formative		Summative
	Nov	Mar	June
			586

Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Office Sign-Ins SCE documentation eschool reports</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Walkthrough Data TTESS data Student fitness data</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Instructional Coaches Counselors Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			587

Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Completion of computer/internet safety lesson.</p> <p>Staff Responsible for Monitoring: Teachers Assistant Principals Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: The Lobo Staff will equip each child with necessary skills for middle and high school, as well as post-secondary success.

Performance Objective 1: A highly effective workforce will be recruited and retained by 80% to support student success by May 2025.





Strategy 1 Details	Reviews		
<p>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.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: The Lobo Staff will equip each child with necessary skills for middle and high school, as well as post-secondary success.

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 2025.





Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>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. This will also be intended to increase student attendance.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education. A speaker/microphone device will help remove barriers to parent participation by improving communication during PFE activities.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>Funding Sources: Snacks to encourage attendance and meeting materials - Title I, A - \$1,796, Family Meeting Materials - Title I, A - \$500, Speaker/microphone device - Local Funds - Campus - \$600, Speaker/microphone device - Local Funds - Campus - PFE - \$603</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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).</p> <p>Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>Funding Sources: Snacks to encourage attendance, meeting materials - Title I, A - \$1,795</p>	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: The Lobo Staff will develop strong home-school relationships to foster trusting relationships that will positively increase academic achievement and growth of individual children.

Performance Objective 1: To improve academic achievement and student attendance.

Strategy 1 Details	Reviews		
Strategy 1: This can be done by announcing daily attendance on the morning announcements, award "Family" points, give incentives for perfect attendance every 6 weeks through a drawing, and keep parents informed about attendance through a parent newsletter.	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Instructional Coach	IC	1
Instructional Coach	IC	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dean	Dean of Instruction	Instructional Support	.28
Instructional Coach	IC	Instructional Support	3
Instructional Coach	IC		1

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
2	2	3	Speaker/microphone device		\$600.00
2	2	3	Speaker/microphone device	PFE	\$603.00
Sub-Total					\$1,203.00
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

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
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
2024-2025 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.

At Rayburn Intermediate, a concentrated focus and effort will be placed on attendance, academics, and behavior to create a supportive learning environment that ensures success for all students.

Vision

Children First. Always.

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: May 22, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2024, the Rayburn Intermediate School CNA Planning Team met on April 2, 2024, April 25, 2024, and May 22, 2024, to conduct a comprehensive needs assessment of the entire school. The Rayburn 2024-2025 CNA was developed by a diverse team, including parents, staff members, teachers, administrators, community members, special education staff, business owners, paraprofessionals, and pupil support personnel. Areas examined during this process included Demographics, Processes and Procedures, Student Academic Achievement, and Perceptions. Data sources analyzed by the committee included 2024 Campus Discipline Report (including incident counts, action counts, and incident/offender breakdown), 2024 Attendance Summary, 2024 Discipline Summary, STAAR Results, 2023-2024 STAAR Performance Data, TELPAS Results 2023, and 2023 STAAR Domain Scores.

The Rayburn planning team was made up of the following stakeholders: Becky Ryberg, Tanisha Graham, Juan Cruz, Renae Rains, Sarah Oldham, Marilu McDonald, Kayla Eberle, Whitney Foreman, Julie Owens, Alanna Chavez, Courtney Morton, Margaret Schumann, Ivy Roberts, Michelle Lucio, Jonna Goolsby Parents: Kelly Essler, Courtney Hranicky, Jayme Fox, Danielle Lustick, Luke Purcell, Community Members: Michelle Taylor.

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Student discipline referrals have decreased from the Spring of 2023 to the Spring of 2024.
- Student attendance rate increased to 95.48%, which was in the top 5 schools across the district and the intermediate school with the highest attendance rate.
- Rayburn chronic absenteeism has decreased from 15.38% in 2023 to 11.00% in 2024.
- Staff satisfaction with their job in Bryan ISD increased by 11.8% from the Fall of 2022 to the Fall of 2023.
- 5th grade reading in STAAR increased from last school year. 6th grade reading held strong but did not increase.

Needs

- Campus consequences do not effectively deter repeated disciplinary behaviors.
- There is a need for more diverse afterschool programs and clubs to boost student involvement, improve behavior, and expand connections to college/career opportunities.
- Continued emphasis on attendance which will contribute to the academic success of every student.
- Student achievement in STAAR math and science and TELPAS will be an area of focus for the upcoming school year.
- Additional tools and resources are needed to implement preventative and proactive measures to address bullying and to further address social and emotional needs (SEL). Only 44% of students feel mutual respect from their peers.

601

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 grade levels and student demographic populations, the following findings have been identified as targeted areas of need: absenteeism, proactive disciplinary measures, closing the achievement gap, and social/emotional learning. We will continue to build on our strengths while adding professional development to establish and maintain effective classroom management and procedures to help decrease classroom behavioral referrals; increasing instructional walks to improve consistent Tier-1 classroom instruction; and, providing additional opportunities for student engagement and parent involvement. We will continue to grow in the implementation of high-quality instruction, strong disciplinary expectations and structures, effective staff, choice offerings of school programming, and extracurricular options and improve as a campus for the 2024-25 school year. (Title I, Element 1).

Demographics

Demographics Summary

Rayburn Intermediate School is a 5th and 6th grade intermediate school campus with approximately 1000 students who range in age from 10-13, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County in Bryan, TX. 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. A variety of job opportunities and professions exist in our 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 works to develop specialized educational programs and family engagement events, designed to address specific language needs and to inclusion and success for all students. The diversity of our students is approximately 184 (18.59%) African American, 259 White (26.16%), 511 (51.62%) Hispanic and 36 (3.6%) are indicated two or more and other race/populations. These percentages have remained stable over the past three years. There are 89 total teachers at Rayburn. Of that number, approximately 19% are African American, 61% are White, and 20% are Hispanic. The number of years experience of our teachers ranges from 44.7% having 1-5 years of teaching, 13.6% teachers completing 6-10 years of service, 19.8% of our teachers with 11-20 years in education and 9% of our educators having more than 20 years of service in education.

The following programs are housed on our campus: ASPIRE, ODYSSEY, Bilingual/ESL, Dyslexia, Special Education/504, GT, School for the Deaf, BEST, Advanced programming, Kickstart, Fine Arts, and all general education programs. Rayburn continues to qualify as a Title I campus with over 69.9% of our students qualifying for free or reduced lunch. Rayburn also provides a schoolwide Title I, Part A program where all students receive our free lunch program.

Demographics Strengths

- Rayburn celebrates our culturally diverse staff and student population, which not only fosters inclusivity but also creates valuable opportunities for cultural enrichment.
- Demographics for our African American teachers closely mirrors our AA student population.
- Student attendance rate increased to 95.49%, which was in the top 5 schools across the district and the intermediate school with the highest attendance rate.
- Rayburn chronic absenteeism has decreased from 15.38% in 2023 to 11.00% in 2024.
- Rayburn Intermediate School has a low mobility rate, so staff are able to build continuous, positive relationships with students and parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students with specialized programming needs (504, SpEd, BEST, Eco Disadvantaged, at-risk, and other related sub-populations) are missing TIER 1 instruction due to an increase number of discipline referrals. **Root Cause:** There is a loss of instructional time for students with specific academic and behavioral needs due to lack of home support and being sent to the office for disciplinary actions/consequences. 602

Problem Statement 2: Student behavior referrals are being reported as occurring primarily in the classroom and are submitted for infractions in the classroom. **Root Cause:** There is a need to improve classroom management, teacher procedures, and expectations for consistency in the classroom, as current office behavior consequences fail to deter student behaviors effectively.

Problem Statement 3: Discipline consequences in the classroom do not deter misbehaviors for students who repeatedly have an office referral. **Root Cause:** Teachers contact parents but often there is a lack of communication with parents for students who have multiple behavioral contacts and the home-school partnership is not open. Parents want help as well with students who continue to receive referrals.

Problem Statement 4: Students with chronic misbehaviors and repeated referrals have a reduced attendance rate due to disciplinary consequences. **Root Cause:** Students with behavioral needs often miss school due to suspensions and lack of effective role models at home.

Problem Statement 5: Students with social-emotional needs and anxiety exhibit a higher absenteeism rate compared to those without these SEL needs. **Root Cause:** Parents struggle to get their students to come to school and with how to support their children in overcoming the challenges of dealing with these SEL needs.

Student Learning

Student Learning Summary

The STAAR data from the 2023 and 2024 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 for intervention and enrichment. Rayburn will maintain the focus on improving Tier I instruction in the classroom and utilize strand specific MAP data to identify small and differentiated instructional groups. Tier II interventions for the MTSS system will be conducted primarily during the specified intervention period and in 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, data disaggregation, and efficiency in PLC meetings.

Student Learning Strengths

- 5th grade Science increased 9 percentage points higher at the Meets level and was above the district average from the 2022-2023 STAAR testing.
- TELPAS scores in reading and listening were advanced.
- Rayburn received a B with the new state reporting system and was higher than the district average.
- Rayburn STAAR scores were higher than the district average in approaches, meets and masters on most STAAR assessments.
- On the current 2024 STAAR scores, 5th grade reading STAAR scores increased from last school year. 6th grade reading held strong but did not increase.
- The number of minutes student receiving Special Education resource support increased this school year due to the development of the intervention period in the 7 period school day schedule.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Absenteeism continues to cause a lack of consistent TIER 1 instruction for students who miss school. Current absenteeism rate for chronic students is 11%. Chronic absenteeism due to mental health concerns, anxiety, and lack of motivation to attend school. **Root Cause:** There is a need for more proactive SEL supports for students with anxiety, such as counseling groups, classroom lessons on topics related to anxiety, social media, and school stressors, and also behavioral supports for students who repeatedly have office referrals and disciplinary consequences.

Problem Statement 2: The sub-populations for students receiving special programming, AA, Hispanic, economically disadvantaged, and at-risk students are performing below the campus and district averages in the areas of approaches high, meets and masters grade level. **Root Cause:** The opportunity gap is affected by special programming needs, cultural importance placed on education, language needs, economic factors, and family situational barriers.

Problem Statement 3: Students who take TELPAS scored lower in the areas of writing and speaking. **Root Cause:** The current curriculum may not be effectively address these skills.

Problem Statement 4: Based on the 2024 STAAR scores for both 5th and 6th grades, student achievement in STAAR math and science will be a focus for the 2024-2025 school year. **Root Cause:** With the compacted curriculum in math and the types of response changes in the STAAR testing format, resulted in teachers and students both struggling to maintain the pace of instruction.

School Processes & Programs

School Processes & Programs Summary

Currently, the Rayburn Administrative team consists of one Principal, one Dean of Instruction, three Assistant Principals, and three Counselors. For the 2024-2025 school year, there will be a restructuring of the administrative team as well as the classroom teachers. The Rayburn Intermediate Staff consists of more than 90% who are highly effective teachers and in the TIA program. Rayburn continues to recruit and hire highly qualified stass and paraprofessionals by word of mouth, family/staff connections and community interest in Rayburn. The staff retention rate is 78%.

Rayburn offers a variety of programs and enrichment activities so that students can receive well-rounded educational oportunites, which include: HB4545 Reading and Math interventions during a schedule intervention period, Dyslexia Services, Advanced Classes and Learning Academies to include STEAM activities and Project Lead the Way pathways for post-secondary explorations and awarness (CTE/CCMR), ESL, Bilingual, Special Education/504 supports and services, and electives to include, Art, Music, Band, Orchestra, Choir, and Athletics programs. Rayburn offers many opportunities for teacher leadership and student engagement through UIL and after school clubs, such as dance, art, yoga, robotics, crochete, 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 extension/enrichment opportunities as a result. There continues to be 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 MTSS/RtI in the Branching Minds program. A priority for this next school year 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 proactive strategies and behavior topics. 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 will continue to be a focus for Rayburn. To date there are 11% of students who are chronically absent for a variety of reasons. A system for monitoring attendance of students will be refined this school year yielding a higher impact on student attendance and achievement. Attendance incentives were implemented last year for students, classes, grade levels, and staff in addition to PBIS points and were effective. It is recommended to continue these initiatives. 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. A Foundations Team of Rayburn teachers and staff has been working consistently and effectively to continue to review and revise our RISE UP structures and further improve daily routines and procedures to have a more consistent school-wide approach.

School Processes & Programs Strengths

- Rise Up Structures Revised and Updated for all common areas. Foundation team has improved and made expectations more consistent across campus.
- Core teachers have a common planning period and will incorporate PLCs during a specific time period. This time is used to disaggregate data, progress monitor, offer instructional strategies training, and focus on student engagement and learning.
- Rayburn facilitates and fosters cultural activities and team building special events to improve school culture and climate. 604
- 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 at Rayburn
- Opportunities for teacher leadership (UIL, robotics, dance, art, yoga, and other clubs)
- Positive Behavior Support (PBIS rewards points/incentives)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.
- Family communication is effective through weekly newsletters, social media, and emails from teachers, and parents feel that they are welcome to Rayburn and feel comfortable talking with staff members about their child.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of community involvement. Does the community know that they are welcome back in after COVID? **Root Cause:** There were many restrictions put in place. Campus staff need to communicate the need for community invovlement and how they can help.

Problem Statement 2: 6th grade referrals were three times the amount of referrals for 5th grade students this school year. Discipline consequences are subjective to who is handling the incident. **Root Cause:** There is a need for professional development on classroom management strategies based on teacher experience for students with specific behavior needs and animal team teachers need to be consistent in following the expectations and discipline process.

Problem Statement 3: Social skills lessons are needed more frequently to address SEL and behavioral needs of students. **Root Cause:** There is a lack of time in the current schedule for additional components such as class lessons to ensure there is no loss of instructional time.

Problem Statement 4: There is a need for more diverse after-school programs and clubs, this could improve attendance, academics and behavior. **Root Cause:** Allows students to feel like they have a place to meet their SEL and academic needs and build relationships and engagement.

Perceptions

Perceptions Summary

Rayburn's CPIC team crafted a strategic plan aimed at boosting the participation of parents and families in our school's initiatives. As part of this plan, Rayburn has successfully enhanced parental support and improved communication channels to gather feedback from all stakeholders. Despite these efforts, fostering greater parental and community involvement remains an ongoing priority for both the staff and the administration team. Nevertheless, parental/community involvement and support must continue to be actively cultivated. 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 2024-2025 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 2023 and Spring 2024 that involved parents, students, and staff members. Highlights of the results are listed below:

Perceptions Strengths

- 95% of teachers report that they use the district curriculum for classroom management, CHAMPS or Discipline in the Secondary Classroom (DSC), in my classroom.
- 91% of employees are happy with the people they work with and feels supported by the administrative staff.
- 92% of parents know how to contact their child's teacher and feels comfortable talking with someone at the school.
- 85% of students, 96% of staff, and 80% of parents feel that their children and staff members are safe at school. Over 85% of all stakeholders feel that having an SRO on campus helps security and safety for all.
- 94% of employees reported that they enjoy coming to work on most days. This is up from 84.9 in the previous school year. Staff members report that they love working in Bryan ISD and at Rayburn Intermediate. It was reported by over 90% of employees, that Rayburn has a positive and supportive culture for students and staff alike. Rayburn atmosphere is positive and welcoming where everyone feels like family.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 72% of classroom teachers report that CHAMPS/Discipline in the Secondary Classroom has been beneficial and 80% report there is ongoing training for behavior and classroom management. **Root Cause:** Behavioral training and staff development are essential to support classroom teachers in managing students with TIER 2 and TIER 3 needs. This will equip teachers with the necessary skills and strategies to effectively address and support the unique needs of students with repeated referrals.

Problem Statement 2: 77% of teachers, 41% of parents, and 66% of students report that bullying is handled effectively at Rayburn. **Root Cause:** There is a need for classroom lessons and continuous training for students and families related to bullying, bullying strategies, prevention and reporting for these types of incidents.

Problem Statement 3: 22% of teachers rate that they are satisfied with the BEST program supports and report that they need more BEST support and training on how to read an FIE or ARD documentation. **Root Cause:** With the addition of least restrictive environment and the implementation of BEST, students with challenging behaviors in the classroom without supports has negatively impacted students who are high or mid-level achievers and lower with the chronic major behaviors. Teachers are lacking in the specialized education and training needed to deal with these sensitive concerns.

Problem Statement 4: 50% of employees from the Spring 2024 survey report that the Rayburn administrators effectively handle student discipline and behavior problems consistently. **Root Cause:** Behavior consequences are limited based on the special programming that some students receive and are based on specific guidelines given by the district.

Priority Problem Statements

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Goals

Revised/Approved: May 22, 2024

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 2025.

High Priority

Evaluation Data Sources: Campus and District Based Assessments, STAAR, MAP data projections for all subject areas.

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide time for collaborative planning, alignment, and unpacking of standards, as well as guiding teaching teams and data-driven lesson design to support teachers in applying interventions and accelerated instruction plans for 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.</p> <p>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 for the implementation of TEKS will be discussed to ensure their consistent use across all subject areas.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches, Assistant Principals, and Academic Student Administrator</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Dean of Instruction - Title I, A, Academic Student Administrator - Title I, A</p>	Formative		Summative
	Nov	Mar	June
			608





Strategy 2 Details	Reviews		
<p>Strategy 2: Rayburn staff will use data to address the needs of all students, including those at risk of not meeting state standards, and provide opportunities for all students, including each student subgroup, to meet state standards through targeted interventions delivered by teachers through tiered instruction in small groups during a specified intervention/enrichment period built into the campus schedule.</p> <p>Strategy's Expected Result/Impact: Higher achievement for all students, including those identified as at-risk, when measured by the state STAAR assessment, district benchmark assessments, daily and major grades, and MAP screeners.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, ICs</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Advanced program staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			609

Strategy 4 Details	Reviews		
<p>Strategy 4: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Admin, RtI Coordinator/Team, Instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

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: 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 campus and district based assessments

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Higher achievement for all students, including at-risk, when measured by the state test, STAAR, and District/Campus based assessments, and MAP Screeners.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers and Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase digital proficiency</p> <p>Staff Responsible for Monitoring: Campus Administration, Tech Apps Teacher</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Tech Apps Teacher - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			611
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


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 safety and emergency plans.


HB3 Goal


Evaluation Data Sources: Documentation of required safety drills, review of emergency plans and debrief following drills
Staff and student surveys and contact logs

Strategy 1 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus administration and all staff</p> <p>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</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

 0% No Progress

 100% 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.

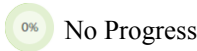
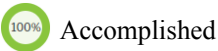
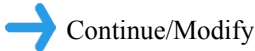

Performance Objective 2: Continue to implement RISE UP procedures, CHAMPS classroom management strategies, and consistent Tier 1 school-wide expectations that promote and support positive behaviors and encourage a disciplined environment that is conducive to student learning, while addressing chronic 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 2024 school year to the end of the 2025 school year.

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, increase learning time, and a higher level of student self-confidence and Raider pride, as measured by student and staff surveys.</p> <p>Staff Responsible for Monitoring: All campus staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>Strategy 2: Additional staff (behavior specialist, CIC, Juvenile Case Manager, Academic Student/Support Administrator) will be hired to promote a nurturing, safe and secure campus and learning environment for students, staff and parents, to promote the importance of regular school attendance and its impact on student success and to implement a tiered model of support to address chronic student behaviors.</p> <p>Strategy's Expected Result/Impact: Decreased campus disciplinary referrals, increase perception of safety for staff, students, and parents. To help increase the attendance rate and reduce the absenteeism percentage for all students.</p> <p>Staff Responsible for Monitoring: Campus staff, Behavior specialist, CIC, Juvenile Case Manager, Academic Student Administrator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June


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		
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide staff training on the social, cultural, and developmental needs of students, including topics, such as, relational capacity, childhood trauma, anxiety, social/emotional learning needs, and how these impact behavior and academic success.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals and absenteeism, increase in attendance, student engagement and motivation</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and campus staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June

 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		
<p>Strategy 1: Continue the PLC collaboration model, 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.</p> <p>Strategy's Expected Result/Impact: Increase in teacher collaboration and retention rates, higher achievement for all students</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p> <p>Funding Sources: Instructional Coaches - Title I, A, Instructional Coaches - State Comp</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews 617		
<p>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.</p> <p>Strategy's Expected Result/Impact: Targeted PD will be evident in 90% of the classrooms, Increase in relevant PD, increased teacher retention rates</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>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.</p> <p>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 areas</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Assistant Principals, Instructional Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- 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</p> <p>Funding Sources: Staff Development Materials - Title I, A</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


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 96% attendance rate for the 2024-2025 school year.


High Priority


Evaluation Data Sources: Attendance data, Attendance plan, Raawee documentation

Strategy 1 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Academic Student Specialist, PBIS Attendance committee members, Juvenile Case Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

 0% No Progress

 100% 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: Data to show health and fitness growth--Athletic/Fitness screeners, Fine Arts/Academic competitions, MAP assessment and academic data, STAAR data

Strategy 1 Details	Reviews		
<p>Strategy 1: Rayburn students and staff will participate in extra-curricular competitions and after-school clubs to enhance and support academics. These could include organizations that involve reading, writing, math, science, social studies, fine arts, athletics, and other topics of interest. All students will be encouraged to choose opportunities that support the district curriculum and foster a sense of belonging.</p> <p>Strategy's Expected Result/Impact: Higher achievement for all students, including those at-risk, when measured by multiple assessment formats. Increase participation/ boost student involvement, improve behavior and attendance, and expand connections to college/career opportunities.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Annual Physical Fitness standards, Fitnessgram, will be measured during physical education classes for all students. At Rayburn, student fitness activities include as weekly running/track activities, pre-athletic sports units, and various after-school activities, such as, but not limited to, yoga club, Kickstart classes, and 7th grade sports clinics.</p> <p>Strategy's Expected Result/Impact: Improved student health, including cardiovascular endurance, muscular strength, flexibility, and body composition. These improvements not only benefit students' physical health but also contribute to their overall social-emotional well-being and academic performance.</p> <p>Staff Responsible for Monitoring: Campus staff and Physical Education teachers/coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June 2020

 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: By May 2025, we will foster strong Parent and Family Engagement activities, with an intentional focus on the value of each relationship and an emphasis on how parents can support their children at home, as evidenced by surveys and improved student performance on district and state assessments due to increased parental and family involvement in their child's education.

Evaluation Data Sources: Parent and community surveys, assessment data, increase attendance at PFE events as noted on sign in sheets

Strategy 1 Details	Reviews		
<p>Strategy 1: Parents and community members 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 and community members to be involved.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement, high quality instructional opportunities, improved student performance on state and local assessments</p> <p>Staff Responsible for Monitoring: All campus staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Smart Snacks to encourage participation - Title I, A</p>	Formative		Summative
	Nov	Mar	June





Strategy 2 Details	Reviews		
<p>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 as well as Family Reading Night, STEAM/Math/Science Activities, and more opportunities for parents to volunteer and attend other PFE events. The meetings will be held convenient times and childcare, transportation, translation based on language needs, 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.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement, improve academic achievement for all students, increase awareness of college and career readiness opportunities and ways to support students at home</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Resources for take-home materials - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Continued increased parent and family involvement, improved student performance on state and local assessments, improvement of home-school relationships</p> <p>Staff Responsible for Monitoring: All Campus staff</p> <p>Title I: 4.1, 4.2</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			623
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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 build relationships, to plan events for student recognition and staff appreciation, to celebrate school-wide accomplishments, and to share learning with parents and the community.</p> <p>Strategy's Expected Result/Impact: Increase in family and community partnerships, improved parent involvement</p> <p>Staff Responsible for Monitoring: All Rayburn staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Use a variety of resources to increase communication with families to promote awareness, build trust and relationships, and a sense of unity</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and awareness of school functions</p> <p>Staff Responsible for Monitoring: Campus administration and teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
			624

Strategy 3 Details	Reviews		
<p>Strategy 3: Partner with community resources to provide mentorship opportunities aimed at enhancing the social, emotional, and academic achievement of all students.</p> <p>Strategy's Expected Result/Impact: Boost morale, attendance, and behavior while building relationships.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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	2	1			\$0.00
1	2	2	Tech Apps Teacher		\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	5	1			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Instructional Coaches		\$0.00
Sub-Total					\$0.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dean of Instruction		\$0.00
1	1	1	Academic Student Administrator		\$0.00
2	4	1	Instructional Coaches		\$0.00
2	4	3	Staff Development Materials		\$0.00
3	1	1	Smart Snacks to encourage participation		\$0.00
3	1	2	Resources for take-home materials		\$0.00
Sub-Total					\$0.00

Bryan Independent School District
Sadberry Intermediate School
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

O.W. Sadberry Intermediate is an intermediate school in Bryan TX, in the Bryan ISD school district. We have 334 students enrolled for the 2023-24 school year. Sadberry has 631 students pre-enrolled for the 2024-2025 school year. We are heading into our second year 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.

Demographics Strengths

We have a good balance of teachers with varied backgrounds in terms of experience, etc.

We also have an experienced staff which serves as a strength of the campus.

In addition to hiring highly qualified professionals, leadership makes a concerted effort to meet the needs of our specific populations.

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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of consistent implementation of accommodations **Root Cause:** Implementation of SPED/504 support

Student Learning

Student Learning Summary

Student Achievement scores on STAAR:

Math - 60 % on STAAR

Reading 70% on STAAR

Science - 58 % on STAAR

Student Learning Strengths

Eco and EB students are in the median area compared for both subjects

Majority of demographics scored higher in Math than reading with the exception of “white”.

Students who took RLA STAAR in native language scored 20% better than those who didn't.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At approaches, meets and masters the average rate is low compared to their peers' state math scores. **Root Cause:** There were some gaps with our eco dis pop coming out of elementary and this played a huge part in the low averages across the sub pops.

Problem Statement 2 (Prioritized): The campus averages are below the state at meets in both ELA and Math **Root Cause:** This group of students was in the first grade during the pandemic and missed the last 3 months of school, this created significant learning gaps.

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School Processes & Programs

School Processes & Programs Summary

Program	2023-2024 Participation Rates
SPED	23.65%
ESL	11.68%
EB	33.83%
Eco Dis	85.63%
GT	9.58%
Dyslexia	11.68%
Section 504	6.29%

School Processes & Programs Strengths

Attendance numbers look good. We're very close to our Sadberry goal

-Students want to come to school so that they can participate in after-school activities (Intramurals, Robotics, Music)

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-We do well as a campus not overusing discipline practices

Sadberry's strengths are: Its Choir Program, Intramural Sports, Robotics, and various other clubs and organizations that engage students in the positive culture of the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance as well as our employee attendance rates are not yet meeting our Sadberry goal of 96% and employees only taking 4 days per semester to increase attendance rates. . **Root Cause:** Students and Employees get sick and take more than 4 days off per semester.

Perceptions

Perceptions Summary

The following comes from Student, Parent, and Staff surveys :

Parents and staff data shows satisfaction with the campus.

Student views of the positive atmosphere and peer-to-peer respect are the lowest data points.

Students feel adults treat students with respect.

Perceptions Strengths

100% staff feel discipline is handled effectively

Parent Support is a strength compared to their elementary campus

We also have a lot of spanish speaking home buy in (diversity)

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Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus has had 40 incidents in which students punched or hit each other **Root Cause:** Students engaging in PE and Kick start for the first time and not knowing how to express themselves

Priority Problem Statements

Problem Statement 1: At approaches, meets and masters the average rate is low compared to their peers' state math scores.

Root Cause 1: There were some gaps with our eco dis pop coming out of elementary and this played a huge part in the low averages across the sub pops.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The campus averages are below the state at meets in both ELA and Math

Root Cause 2: This group of students was in the first grade during the pandemic and missed the last 3 months of school, this created significant learning gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student attendance as well as our employee attendance rates are not yet meeting our Sadberry goal of 96% and employees only taking 4 days per semester to increase attendance rates. .

Root Cause 3: Students and Employees get sick and take more than 4 days off per semester.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Campus has had 40 incidents in which students punched or hit each other

Root Cause 4: Students engaging in PE and Kick start for the first time and not knowing how to express themselves

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a lack of consistent implementation of accommodations

Root Cause 5: Implementation of SPED/504 support

Problem Statement 5 Areas: Demographics

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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 2024-2025 school year

High Priority


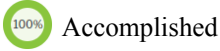
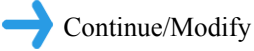

Evaluation Data Sources: Benchmark,DBAs, mastery checks, class exams, STAAR and MAP scores

Strategy 1 Details	Reviews		
<p>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</p> <p>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 overall campus percentage.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, Interventionists, Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Title I, A - \$64,488, - State Comp - \$2,490</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Sadberry will improve the academic performance of each student In math by strategically grouping students based on subgroups (categories)</p> <p>Strategy's Expected Result/Impact: This strategy will improve student performance within our sub-groups and among economically disadvantaged students in math.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, Interventionists Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: This will give us an accurate assessment of student growth throughout the year and allow us to implement strategies for students to improve their overall academic performance.</p> <p>Staff Responsible for Monitoring: Admin, Instructional coaches, Interventionists, Teachers</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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. Smart Snacks will be provided for students staying for after school tutorials.</p> <p>Strategy's Expected Result/Impact: This will improve student Academic performance and promote growth on STAAR.</p> <p>Staff Responsible for Monitoring: Admin, Instructional coaches, Interventionists, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Tutors and Instructional materials - Title I, A - \$15,000, Instructional materials - State Comp - \$17,000, Smart Snacks - Title I, A - \$8,001</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Improve student performance in ELA, Math, Science, and Social Studies</p> <p>Staff Responsible for Monitoring: Admin, Instructional coaches, Interventionists, Teachers</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
			636

Strategy 6 Details	Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Improve student Academic performance and STAAR scores</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: 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.</p> <p>Strategy's Expected Result/Impact: Students will improve their TELPAS scores</p> <p>Staff Responsible for Monitoring: Admin, Dean of Instruction, Classroom Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: Sadberry will ensure 100% of special education students receive their accommodations during the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: Students will improve their academic performance through consistent implementation of their accommodations.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Classroom Teachers, Admin</p> <p>Problem Statements: Demographics 1</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>Strategy 9: 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. Instructional materials will be provided to ensure students are adequately prepared to retain and apply new learning.</p> <p>Strategy's Expected Result/Impact: Students will raise their scores on EOY MAP and STAAR by 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Admin/ICs/Teachers</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June ⁶³⁷

Strategy 10 Details	Reviews		
<p>Strategy 10: 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. Instructional materials will be provided to ensure students are adequately prepared to retain and apply new learning.</p> <p>Strategy's Expected Result/Impact: Students will raise their scores on EOY MAP and STAAR by 5% from the previous year.</p> <p>Staff Responsible for Monitoring: Admin/ICs/Teachers</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June










Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a lack of consistent implementation of accommodations Root Cause: Implementation of SPED/504 support</p>
Student Learning
<p>Problem Statement 1: At approaches, meets and masters the average rate is low compared to their peers' state math scores. Root Cause: There were some gaps with our eco dis pop coming out of elementary and this played a huge part in the low averages across the sub pops.</p>
<p>Problem Statement 2: The campus averages are below the state at meets in both ELA and Math Root Cause: This group of students was in the first grade during the pandemic and missed the last 3 months of school, this created significant learning gaps.</p>

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 have a 96% attendance rate for the 2024-2025 school year as measured by the yearly attendance

Strategy 1 Details	Reviews		
<p>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 to improve teaching and learning such as professional development based upon student and teacher need and off campus team building for staff</p> <p>Strategy's Expected Result/Impact: This strategy aims to create a campus culture conducive to student learning and growth and teacher retention.</p> <p>Staff Responsible for Monitoring: Principal and Admin Staff</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Sadberry will determine the professional development and support needs of our staff to ensure high expectations to increase student achievement and expectations for our diverse student needs by providing campus-based professional development.</p> <p>Strategy's Expected Result/Impact: Increase Academic achievement</p> <p>Staff Responsible for Monitoring: Principal, Dean, and Instructional Coaches</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - State Comp - \$1,000</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">639</div> </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: At approaches, meets and masters the average rate is low compared to their peers' state math scores. Root Cause: There were some gaps with our eco dis pop coming out of elementary and this played a huge part in the low averages across the sub pops.</p> <p>Problem Statement 2: The campus averages are below the state at meets in both ELA and Math Root Cause: This group of students was in the first grade during the pandemic and missed the last 3 months of school, this created significant learning gaps.</p>

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 2: Sadberry will maintain a safe environment for students as measured by student/parent surveys during the school year.

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

Performance Objective 1: By the end of the 2024-2025 School year, the campus administration and staff will encourage a strong campus culture and climate through an intentional focus on parent and family engagement.

Evaluation Data Sources: Data evidenced through scheduled family 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		
<p>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 communication, both in person and through what we send home with students.</p> <p>Strategy's Expected Result/Impact: The objective is to achieve a healthy school culture and climate where parents partner with the school to help achieve student success.</p> <p>Staff Responsible for Monitoring: Admin, Counselors Foundations Team</p> <p>Title I: 4.2</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and positive community relationships.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
			641

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement to support student learning and growth</p> <p>Staff Responsible for Monitoring: Admin, Foundations Team</p> <p>Title I: 4.2</p> <p>Funding Sources: - Local Funds - District - PFE - \$2,473</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement to support student learning and growth</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1</p> <p>Funding Sources: - Local Funds - District - PFE - \$400</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Build a Positive relationship between the School and parents.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.2</p>	Formative		Summative
	Nov	Mar	June
			642
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Campus has had 40 incidents in which students punched or hit each other **Root Cause:** Students engaging in PE and Kick start for the first time and not knowing how to express themselves


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


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

Evaluation Data Sources: This will be measured by student involvement data

Strategy 1 Details	Reviews		
<p>Strategy 1: Sadberry Foundations team will focus on student trend data to make decisions about school policies and programs focused on climate and culture. Strategy's Expected Result/Impact: Improved School Climate, Culture, and Attendance. Staff Responsible for Monitoring: Admin</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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. Strategy's Expected Result/Impact: Improved student attendance to 96% for the 2024-2025 school year. Staff Responsible for Monitoring: Admin/Teachers/ Attendance clerk</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: The Sadberry Counselors will provide monthly guidance lessons on bullying, conflict resolution, violence, and drug prevention, as well as character development Strategy's Expected Result/Impact: Bullying incidents will drop to below 10 incidents for the 2024-2025 school year Staff Responsible for Monitoring: Admin</p>	Formative		Summative
	Nov	Mar	June
			644
Strategy 4 Details	Reviews		
<p>Strategy 4: Sadberry will have inclusive and accessible extracurricular activities and programs that meet the needs and interests of students and staff. Strategy's Expected Result/Impact: Improved student Academic performance, culture and climate, and attendance at Sadberry intermediate. Staff Responsible for Monitoring: Admin/Coaching Staff/Teachers Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
2	1	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	5			\$0.00
3	1	3		PFE	\$2,473.00
3	1	4		PFE	\$400.00
Sub-Total					\$2,873.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,490.00
1	1	4	Instructional materials		\$17,000.00
2	1	2			\$1,000.00
Sub-Total					\$20,490.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$64,488.00
1	1	4	Tutors and Instructional materials		\$15,000.00
1	1	4	Smart Snacks		\$8,001.00
1	1	6			\$0.00
1	1	9			\$500.00
1	1	10			\$500.00
3	1	1			\$0.00

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Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
Sub-Total					\$88,489.00

Bryan Independent School District
Arthur L. Davila Middle School
2024-2025 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

2023-2024

Attendance- 94.16% (2022- 92.75%, 2023- 94.88%)

Chronically Absent- 16.9% (2022- 24.49%, 2023-11.84%)

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 increased from 17.1% to 20.93%. The number of scholars who are eligible to receive instructional and testing accommodations has decreased to 53.5%. 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 13.73% to 5.7%. Our staff population decreased to 82 certified staff members. Davila Counselors, Administrators, and Instructional Coaches remained the same.

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 651 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, Progress Learning, 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. 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. Sumitt k-12 will Empower Learners. Support Te 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. SCE money of \$10,000 for S School and Family Learning Activities to increase academic achievement of students identified as at-risk. -- during summer school students will b composition books- 1 for ELA, 1 for Math, and 1 for journaling. Students will be given dice and a set of cards for math. For ELA students will be g note pads and index cards. Each SS teacher will be given 5 times to use as journaling groups (no talking-- just journal your thoughts for 5 minutes) Dry erase boards, markers/erasers will be used for small group response boards. Table tents will be used 4/classroom. Dice games with playing c introduce kids to strategic thinking and planning.

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 2024-25 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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Campus Demographics for 2023-24

Grade 07 462	Grade 08 504
African American 17.29%	American Indian 0.10%
Asian American 0.52%	Hispanic 66.87%
Multi-Racial 2.07%	White 13.04%
At-Risk 3.52%	LEP 33.18%
Economically Disadvantaged 38.61%	

SPED 13.31%

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Demographics

Demographics Summary

Demographics

At the beginning of the 2023-2024 school year, the following information is available:

Campus Demographics for 2023-24

Grade 07 462	Grade 08 504
African American 17.29%	American Indian 0.10%
Asian American 0.52%	Hispanic 66.87%
Multi-Racial 2.07%	White 13.04%
At-Risk 3.52%	LEP 33.18%
Economically Disadvantaged 38.61%	
SPED 13.31%	

Demographics Strengths

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Emerg ed 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: Despite significant efforts to promote inclusivity and academic success, it has become evident that not all demographic populations on campus have achieved their full potential academically. Specific groups, including those defined by socio-economic status, ethnicity, and varying levels of academic preparedness, continue to face challenges that hinder their educational progress. **Root Cause:** The persistent academic underachievement among specific demographic populations on campus stems from the diverse needs of various learners. We may not be adequately addressing the unique challenges faced by students from different socioeconomic backgrounds, ethnicities, and levels of academic preparedness.

Problem Statement 2: The current campus improvement focus aims for 70% of all students to obtain approaches across all grade levels in STAAR-tested subjects. However, achieving this goal presents challenges as disparities in student performance remain evident across different grade levels and subjects. There is a need for a more comprehensive strategy that targets improving overall student achievement. **Root Cause:** The primary focus of teachers on merely ensuring that students pass their classes has led to a misalignment between classroom instruction and the TEKS and STAAR assessments. Furthermore, there is a lack of systematic, frequent assessment of student progress against individual goals. As a result, students are not consistently receiving the targeted support necessary to meet or exceed the standards.

Student Learning

Student Learning Summary

Assessment Data & Accountability Ratings

2024 STAAR 7th Math Approaches: 43% Meets: 59% Masters: 83%						2023 STAAR 7th Math Approaches: 41% Meets: 57% Masters: 80%					
	Approaches GL	Meets GL	Masters GL	Average	Domain I		Approaches GL	Meets GL	Masters GL	Average	Domain I
District	38%	23%	6%	22%	51	District	52%	28%	8%	29%	57
Davila	34%	18%	3%	18%	47	Davila	48%	23%	6%	26%	54
2024 STAAR 7th Reading Approaches: 43% Meets: 59% Masters: 75%						2023 STAAR 7th Reading Approaches: 41% Meets: 59% Masters: 75%					
	Approaches GL	Meets GL	Masters GL	Average	Domain I		Approaches GL	Meets GL	Masters GL	Average	Domain I
District	49%	30%	13%	31%	59	District	65%	37%	15%	39%	71
Davila	48%	26%	11%	28%	56	Davila	62%	34%	12%	36%	67
2024 STAAR 8th Math Approaches: 38% Meets: 54% Masters: 77%						2023 STAAR 8th Math Approaches: 35% Meets: 54% Masters: 77%					
	Approaches GL	Meets GL	Masters GL	Average	Domain I		Approaches GL	Meets GL	Masters GL	Average	Domain I
District	45%	10%	1%	19%	48	District	47%	13%	1%	20%	49
Davila	50%	13%	1%	21%	50	Davila	46%	14%	1%	21%	50
2024 STAAR 8th Reading Approaches: 34% Meets: 54% Masters: 70%						2023 STAAR 8th Reading Approaches: 34% Meets: 54% Masters: 71%					
	Approaches GL	Meets GL	Masters GL	Average	Domain I		Approaches GL	Meets GL	Masters GL	Average	Domain I
District	67%	37%	17%	40%	72	District	71%	39%	18%	43%	75
Davila	64%	31%	12%	36%	67	Davila	65%	31%	12%	36%	67
2024 STAAR 8th Science Approaches: 39% Meets: 57% Masters: 76%						2023 STAAR 8th Science Approaches: 37% Meets: 54% Masters: 76%					

2024 STAAR 7th Math Approaches: 43% Meets: 59% Masters: 83%						2023 STAAR 7th Math Approaches: 41% Meets: 57% Masters: 80%					
	Approaches GL	Meets GL	Masters GL	Average	Domain I		Approaches GL	Meets GL	Masters GL	Average	Domain I
District	53%	28%	9%	30%	58	District	63%	35%	10%	36%	67
Davila	49%	22%	6%	26%	54	Davila	59%	31%	7%	32%	60

2024 STAAR 8th Social Studies Approaches: 43% Meets: 61% Masters: 73%						2023 STAAR 8th Social Studies Approaches: 43% Meets: 61% Masters: 73%					
	Approaches GL	Meets GL	Masters GL	Average	Domain I		Approaches GL	Meets GL	Masters GL	Average	Domain I
District	35%	14%	7%	19%	48	District	36%	13%	5%	18%	47
Davila	29%	9%	4%	14%	43	Davila	30%	9%	4%	14%	43

Algebra Preliminary 2024 EOC Approaches: 34% Meets: 54% Masters: 69%					Algebra Preliminary 2023 EOC Approaches: 34% Meets: 54% Masters: 69%				
	Approaches	Meets	Masters	Domain I		Approaches	Meets	Masters	Domain I
District	70%	28%	12%	64	District	66%	27%	12%	60
Davila	100%	76%	46%	94	Davila	99%	76%	42%	93

Biology Preliminary 2024 EOC Approaches: 26% Meets: 47% Masters: 65%					Biology Preliminary 2023 EOC Approaches: 27% Meets: 48% Masters: 73%				
	Approaches	Meets	Masters	Domain I		Approaches	Meets	Masters	Domain I
District	84%	37%	8%	72	District	85%	45%	13%	76 ⁶⁵⁷
Davila	98%	77%	25%	92	Davila	99%	90%	33%	94

PRELIMINARY ACCOUNTABILITY RESULTS

2024 Campus	Domain 3 - 4 Point Goal (long term interim)	Domain 3 - 3 Point Goal (current interim)	Domain 3 - 2 Point Goal (progress toward the next interim)	Domain 3 - 1 Point Goal (at least 1% higher than last year)	Preliminary Score	Domain III Points Preliminarily earned	2023 Campus	2023 Domain III Points Preliminarily earned	2024-2023 Change	Summit K12 Usage
Davila	50%	44%	NA	NA	43%	0	Davila	2	-2	51%

Student Learning Strengths

- | |
|--|
| 1. 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: In the 2023-2024 academic year, less than 50% of 7th and 8th-grade students demonstrated adequate growth in reading and math, as measured by STAAR (State of Texas Assessments of Academic Readiness) data. This indicates a significant need for targeted interventions and strategies to enhance academic performance in these key areas. **Root Cause:** The inadequate growth in reading and math among 7th and 8th-grade students, as evidenced by the 2023-2024 STAAR data, can be attributed to multiple underlying factors. Our diverse student population enters school with varying levels of preparedness, further complicated by significant student apathy and insufficient parental involvement.

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. All sub-populations have 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.

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.

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1. Having AVID & AVID Excel next year
2. Pre-Ap numbers in 7th and 8th grade are similar
3. Intervention courses for ELA and Math

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to maintain or increase the enrollment numbers in 7th and 8th grade Advanced Academics, Inquire/Aspire program. Many students are not being encouraged to apply and fear they lack the academic ability to succeed. This highlights the necessity for improved outreach and encouragement to ensure all capable students feel confident and motivated to participate in advanced academics. **Root Cause:** The low enrollment numbers in 7th/8th grade Advanced Academics, including the Inquire/Aspire program, can be traced to several key factors. Many students are not encouraged to apply due to a fear of lacking the academic ability to succeed. This issue is further compounded by the low socioeconomic status of many families and a lack of parental education, which can limit awareness and support.

Problem Statement 2: There is a need to establish a clear, consistent, and comprehensive set of criteria for identifying students who are academically ready for Advanced courses. The current lack of standardized criteria results in the under-identification of capable students, thereby limiting their access to advanced academic opportunities. **Root Cause:** The under-identification of students academically ready for Advanced courses is primarily due to the absence of clear, consistent, and comprehensive criteria within Bryan ISD. Currently, there are no established guidelines or processes for selecting students for Advanced core courses except for Math as outlined in Senate Bill 2124.

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.

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. 661

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: There is a significant need to improve parent engagement and representation in feedback mechanisms, as evidenced by the recent survey in which only 34 parents, representing just 4% of the population, participated. The survey also lacked questions to identify specific demographics, resulting in an incomplete understanding of parent perceptions across diverse groups. **Root Cause:** The low participation rate in the parent survey, with only 34 parents (4% of the population) responding, can be attributed to several

key factors. The survey was designed to provide a general view of Bryan ISD, lacking targeted questions to elicit detailed and demographic-specific feedback. Additionally, there was no incentive offered to encourage parent participation.

Problem Statement 2: There is a pressing need to enhance staff recognition and satisfaction within the school. Currently, 7% of the staff do not feel recognized and valued, and an additional 32% report being only somewhat satisfied with their work environment. This indicates a significant portion of the staff may be disengaged or undervalued, which can negatively impact overall morale, productivity, and retention. **Root Cause:** The dissatisfaction and lack of recognition among staff can be traced to several key factors. Differences in communication styles among staff members contribute to misunderstandings and insufficient acknowledgment of individual contributions. These issues collectively hinder effective staff recognition and support, resulting in decreased morale, engagement, and overall satisfaction.

Problem Statement 3: There is a critical need to address student safety concerns within the school, as 40% of students report not feeling safe at school. This significant percentage indicates that a substantial portion of the student population experiences safety issues, which can negatively affect their well-being, academic performance, and overall school experience. **Root Cause:** The significant safety concerns reported by students, including 40% feeling unsafe, can be attributed to the fact that only 18% of students report not witnessing bullying, while nearly all students have observed fights.

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

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
- 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 (Rtl) student achievement data

664

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

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 2025.





High Priority

Evaluation Data Sources: STAAR data and district-based assessments

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Implementation plans (lesson plan), improved DBA results, MAP results throughout the year, and STAAR results.</p> <p>Staff Responsible for Monitoring: Administration, Instrucional Coaches</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Supplemental supplies/materials, novels/atlases, technology resources- - Local Funds - Campus, Supplemental Supplies / materials - Title I, A</p>	Formative		Summative
	Nov	Mar	June
			666

Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Survey of teachers Staff Responsible for Monitoring: Admin team</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Student technology- Pear Deck (7110) Landschool (6500) - Title I, A - \$12,400, Instructional Resources - ESSER - \$10,000, ipads - ESSER - \$3,000, Instructional Resources - State Comp - \$10,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: RTI referrals, CBA and DBA Test data, MAP data, and STAAR results Staff Responsible for Monitoring: Admin, Instructional Coaches and Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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 disaggregation, 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).</p> <p>Strategy's Expected Result/Impact: Reduced referrals and improved STAAR data Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Staff Development - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June⁶⁶⁷





Strategy 5 Details	Reviews		
<p>Strategy 5: The campus will continue to implement a mentoring program for new teachers to the profession and district. Strategy's Expected Result/Impact: Increase retention of first yea teachers from 2024-2025 Staff Responsible for Monitoring: Culture and Climate Committee, Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: English Language Learners (ELLs) and migratory students are scheduled with ESL certified teachers who are Seidiltz trained. A team of Professionals will be trained to support ELL's in AVID Excel that supports 4th year+ Emergent Bilingual Students. (paid for from Bilingual Department)</p> <p>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</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will enrich and accelerate curriculum to provide differentiated lessons Staff Responsible for Monitoring: Principal and Dean</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			668
Strategy 8 Details	Reviews		
<p>Strategy 8: The campus will implement the use of Project Based Lessons as developed and implemented by the Global Leadership Team in the Inquire Program.</p> <p>Strategy's Expected Result/Impact: Improve the thinking of sudents as measured by growth on the meets and masers on STAAR Staff Responsible for Monitoring: The Principal, Dean and Coordinator for Inquire</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 9 Details	Reviews		
<p>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 1416. This will increase learning time by allowing teachers to spend more time with a well-balanced education with blended learning and small groups.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: pincipal</p> <p>Title I: 2.5</p> <p>Funding Sources: Dean - Title I, A - \$102,500, Math interventionist, Tutors - State Comp - \$65,400, Math Interventionist, Tutors- - Title I, A - \$15,000</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 2025.

Evaluation Data Sources: STAAR data and district-based assessments

Strategy 1 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, and Teachers</p> <p>Funding Sources: snacks for tutorials after school Oct-May - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Dean and Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			670
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 2025.


High Priority

Evaluation Data Sources: STAAR data and district -based assessments

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: at the end of each 6 weeks, teachers will review student progress data with an admin</p> <p>Staff Responsible for Monitoring: all core content teachers of ELL's, the principals, dean, and LPAC coordinator</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved benchmark (fall to spring) and STAAR results</p> <p>Staff Responsible for Monitoring: Instructional coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			671
Strategy 3 Details	Reviews		
<p>Strategy 3: After professional development teachers will progress monitor identified Emergent Bilingual students throughout the year to support students as identified.</p> <p>Strategy's Expected Result/Impact: Improved benchmark (fall to spring) and STAAR results and imporved TELPAS scores</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

 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 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 2025.

High Priority

Evaluation Data Sources: STAAR data and district-based assessments

Strategy 1 Details	Reviews		
<p>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 Instructional Coaches</p> <p>Strategy's Expected Result/Impact: Improved results on DBA assessments and STAAR results</p> <p>Staff Responsible for Monitoring: Admin and Reading Instructional Coach</p> <p>Title I: 2.4</p> <p>Funding Sources: Instrucitonal Coach - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Improved DBA results, benchmarks results Fall to Spring and STAAR results</p> <p>Staff Responsible for Monitoring: Admin, teachers and Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			673
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 2025.





High Priority

Evaluation Data Sources: Increased use of mediation, reduction of discipline referrals monthly from August to May

Strategy 1 Details	Reviews		
<p>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</p> <p>ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Through the use of Essential 8 and Save and Civil Schools 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: Foundations Team and Administration</p> <p>ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			674

Strategy 3 Details	Reviews		
<p>Strategy 3: Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, and bullying.</p> <p>Strategy's Expected Result/Impact: Decreased referrals and office visits for aggressive behaviors.</p> <p>Staff Responsible for Monitoring: Foundations & administrators and counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Texan Round-Up, 6th to 7th and 8th to 9th Orientation Night(s), and visits of special HS programs to the DMS campus.</p> <p>Strategy's Expected Result/Impact: Increased number of scholars at Transition Nights</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: All students will receive academic advising with regard to course choice and individual interests and make informed curriculum choices</p> <p>Strategy's Expected Result/Impact: Records where all students have received academic advising as seen in 4-year plans and course selection.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			675

Strategy 6 Details	Reviews		
<p>Strategy 6: Students will have the opportunity to explore different career paths through CTE courses which will provide meaningful instruction</p> <p>Strategy's Expected Result/Impact: Increased number of scholars requesting CTE course(s).</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Counselors, CTE teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Utilize the Branching Minds program to ensure at-risk students in need of RTI intervention (academic and behavioral) needs are monitored</p> <p>Strategy's Expected Result/Impact: Decreased behavioral referrals and increased academic success for student identified as at risk.</p> <p>Staff Responsible for Monitoring: Associate Principal of Instruction, Counselors and Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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,, 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.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on DBAs</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers, Foundation team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
			676

Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Special Education scholars placed in the least restrictive classroom setting appropriate learning style</p> <p>Staff Responsible for Monitoring: Administration, Special Education Instructional Coach, teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>Strategy 10: Monitoring student discipline data to recognize needs, triage support, and plan effective interventions. Routine Team meetings about students in need of support.</p> <p>Strategy's Expected Result/Impact: Improved 1st instruction</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 11 Details	Reviews		
<p>Strategy 11: Monitor student attendance for possible dropouts and discuss thorough the campus DVT</p> <p>Staff Responsible for Monitoring: Assistant Principals and Juvenile Case Manager</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			677

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, 2025.

High Priority

Evaluation Data Sources: Review of sign-in sheets from all parent events held in the school year.

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: To help parents support their scholars in their schooling by making appropriate choices for academics.</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p> <p>Title I: 2.5</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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 .</p> <p>Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Title I: 4.1</p> <p>Funding Sources: Smart snacks, meeting materials - Title I, A</p>	Formative		Summative
	Nov	Mar	June
			678

Strategy 3 Details	Reviews		
<p>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.)</p> <p>Strategy's Expected Result/Impact: Improved relationship among stakeholders.</p> <p>Staff Responsible for Monitoring: Principal or designee</p> <p>Title I: 4.1</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration members</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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</p> <p>Staff Responsible for Monitoring: Campus Counselors</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education</p> <p>Staff Responsible for Monitoring: APs</p> <p>Title I: 4.2</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June





Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education</p> <p>Staff Responsible for Monitoring: APs</p> <p>Title I: 4.2</p> <p>Funding Sources: - Title I, A</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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, 2025.

High Priority

Evaluation Data Sources: Increased faculty retention as measured on June 1, 2025





Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize the district communications office to publicize Davila activities and Texan Proud Moments.</p> <p>Strategy's Expected Result/Impact: Share the message of DMS and the success of our scholars</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: To build a climate and culture for faculty and staff by showing an increase in faculty retention by July 1, 2025, 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		
<p>Strategy 1: Communications sent home to parents will be presented in the parent's home language.</p> <p>Strategy's Expected Result/Impact: Improve relationships between the school and families in order to build more positive behaviors</p> <p>Staff Responsible for Monitoring: Administration, counselors, translation department</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved scholar achievement through the use of events to support family learning</p> <p>Staff Responsible for Monitoring: Administrative team, counselors, and teachers</p> <p>Funding Sources: PFE Materials - Title I, A</p>	Formative		Summative
	Nov	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			682





Goal 4: To build a climate and culture for faculty and staff by showing an increase in faculty retention by July 1, 2025, 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 2023-24 school year.

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve culture of the professional staff</p> <p>Staff Responsible for Monitoring: Staff to vote and Principal to prepare document for submission</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Davila staff will create internal opportunities to represent the campus and district at community events.</p> <p>Strategy's Expected Result/Impact: Improved relationships with the community and putting the name of DMS out in the community in a positive way</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: The DMS Foundations team, through Teacher Recommendations, will select students who exhibit the qualities of a student to be Texan PROUD by using the TEXAN 200 program to recognize students who will receive accolades and be recognized on campus.</p> <p>Strategy's Expected Result/Impact: Improved relationships among students and staff.</p> <p>Staff Responsible for Monitoring: Team leaders</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase social media presence</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: To build a climate and culture for faculty and staff by showing an increase in faculty retention by July 1, 2025, 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, 2025

Strategy 1 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: All teachers with a teaming period will meet 1 day 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</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: 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, BISS Showcase, and select First Friday events.</p> <p>Strategy's Expected Result/Impact: Improved relationships with the community and putting the name of DMS out in the community in a positive way</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in scores of Unit Test, Benchmarks Fall to Spring assessments and STAAR results</p> <p>Staff Responsible for Monitoring: Human Resource Department, Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Campus implementation of New Teacher Induction (NTI) program to support and retain new teachers.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Mentor support team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve instruction in the classroom.</p> <p>Staff Responsible for Monitoring: Administrative team and Instructional Coaches</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, A, - State Comp</p>	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved quality of instruction in all classrooms where teachers are knowledgeable of assessments decisions.</p> <p>Staff Responsible for Monitoring: Administration, and Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>Strategy 9: Provide professional development for para-professionals in order to reach highly qualified status and continue growing as professionals</p> <p>Strategy's Expected Result/Impact: Support para-professionals in their professional growth and reach the level of teacher if interested.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>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</p> <p>Staff Responsible for Monitoring: Principal and Dean</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			687
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental supplies/materials, novels/atlasses, 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
3	1	4			\$0.00
3	1	5			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00

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Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
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		\$10,000.00
1	1	9	Math interventionist, Tutors		\$65,400.00
4	3	7			\$0.00
Sub-Total					\$75,400.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Supplies / materials		\$0.00
1	1	2	Student technology- Pear Deck (7110) Landschool (6500)		\$12,400.00
1	1	9	Math Interventionist, Tutors-		\$15,000.00
1	1	9	Dean		\$102,500.00
1	2	1	snacks for tutorials after school Oct-May		\$0.00

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Instrucitonal Coach		\$0.00
3	1	1			\$0.00
3	1	2	Smart snacks, meeting materials		\$0.00
3	1	3			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
4	1	2	PFE Materials		\$0.00
4	3	7			\$0.00
Sub-Total					\$129,900.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ipads		\$3,000.00
1	1	2	Instructional Resources		\$10,000.00
Sub-Total					\$13,000.00

Bryan Independent School District
Stephen F. Austin Middle School
2024-2025 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

CNA Process Summary

In the spring of 2024, the SFA Middle School CNA Planning Team met on 4/18/24 and 5/14/24 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders: teachers, parents, administrators, campus librarian, truancy coordinator and SPED staff

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included:

- Surveys from parents, students, and staff
- Academic STAAR data
- Discipline data
- Policies, procedures, professional practice documents
- Student, program and staff demographic data

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- 8th grade ELA & Algebra
- Diversity
- College and career readiness promotion (AVID)
- Teachers care about students/ admin. listens to teacher input

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Needs

- AA sub pop performs lower overall
- The SS overall average is much lower than the state average
- The ratio of EB students to available staff
- Staff turnover
- Process for parent communication about attendance
- More exploration activities to expose students to postsecondary education and career awareness
- Classroom management help

- Hiring process to get those who can manage behaviors (thick skin/strength/not scared)- keeping staff

Due to needs assessment findings, we will focus on

- AA sub pop & SS
- Staff Turnover
- Classroom Management
- Incorporation of postsecondary education and career awareness activities for students
- EB Students
- Parent communication about attendance

We will continue to build on our strengths while adding:

- Ways to help close academic gaps especially for our AA sub-pop
- Morale boosters
- Build upon current training- Teacher encyclopedia & classroom management plan use by teachers
- Create plan for attendance communication improvement
- Through AVID incorporate more exploration activities to expose students to postsecondary education and career awareness

In efforts to continue to grow and improve as a campus for the 2024-25 school year.

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) 1.1: Comprehensive Needs Assessment

Beginning in January of each year we follow the process outlined below and we work on our CNA from January through May and update our information once we receive our final STAAR results in the summer.

We make any necessary adjustments if the data from STAAR indicates a need in an area that we had not identified while conducting our CNA. 695

Establish a schoolwide planning team. The team will: organize and oversee the CNA process, lead staff in developing the campus improvement plan, and conduct or oversee the program's annual evaluation.

Members include, but are not limited to: the principal other campus administrators; teachers representing different grades and content areas; other professional staff on the campus, parents and other community members;

The schoolwide planning team gathers and organizes data in the identified areas of focus. Some of the necessary quantitative data, such as student achievement results, enrollment counts, dropout rates, and graduation rates is readily available. The team may also have to gather qualitative data by using fall and spring parent, student and staff surveys.

Analyze data. The team conducts thorough data analysis to progress from gathering information to creating a campus improvement plan that accurately and

realistically addresses the key issues facing the campus.

What are the strengths and needs of our district/school and its representative groups?

What evidence supports the strengths and needs?

What are the priorities?

What are we learning about our district/school, and what connections are we making?

The schoolwide planning team then creates a report that summarizes the data it gathered and used, the conclusions it drew from the analysis, and the needs it identified.

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698

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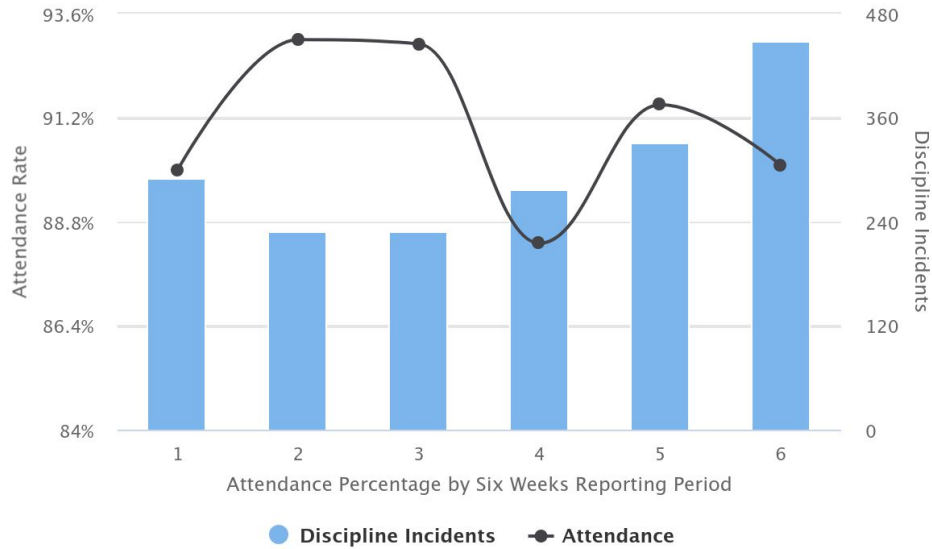
Demographics

Demographics Summary

Campus Demographics													
2021-2022			2022-2023			2023-2024					2024-2025		
Student Total	1,231	100%	Student Total	1,206	100%	Student Total	1,162	100%			Student Total	1,199	100%
7th Grade	602	48.90%	7th Grade	596	49.42%	7th Grade	585	50.34%			7th Grade	598	49.87%
8th Grade	629	51.10%	8th Grade	610	50.58%	8th Grade	577	49.66%			8th Grade	601	50.13%
Female	569	46.22%	Female	553	45.85%	Female	546	46.99%			Female	552	46.04%
Male	662	53.78%	Male	653	54.15%	Male	616	53.01%			Male	587	48.96%
Ethnicity			Ethnicity			Ethnicity					Ethnicity		
Hispanic-Latino	735	59.71%	Hispanic-Latino	667	55.31%	Hispanic-Latino	631	54.30%			Hispanic-Latino	646	53.88%
Race			Race			Race					Race		
American Indian - Alaskan Native	2	0.16%	American Indian - Alaskan Native	3	0.25%	American Indian - Alaskan Native	4	0.34%			American Indian - Alaskan Native	2	0.17%
Asian	1	0.08%	Asian	6	0.50%	Asian	4	0.34%			Asian	3	0.25%
Black - African American	201	16.33%	Black - African American	231	19.15%	Black - African American	262	22.55%			Black - African American	220	18.35%
Native Hawaiian - Pacific Islander	0	0.00%	Native Hawaiian - Pacific Islander	0	0.00%	Native Hawaiian - Pacific Islander	1	0.09%			Native Hawaiian - Pacific Islander	1	0.08%
White	271	22.01%	White	269	22.31%	White	225	19.36%			White	234	19.52%
Two-or-More	21	1.71%	Two-or-More	30	2.49%	Two-or-More	35	3.01%			Two-or-More	33	2.75%
At-Risk	895	72.71%	At-Risk	852	70.65%	At-Risk	837	72.03%			At-Risk	844	70.39%
Economic Disadvantage Total	960	77.99%	Economic Disadvantage Total	922	76.45%	Economic Disadvantage Total	865	74.44%			Economic Disadvantage Total	657	54.80%
Special Education (SPED)	176	14.30%	Special Education (SPED)	198	16.42%	Special Education (SPED)	201	17.30%			Special Education (SPED)	211	17.60%

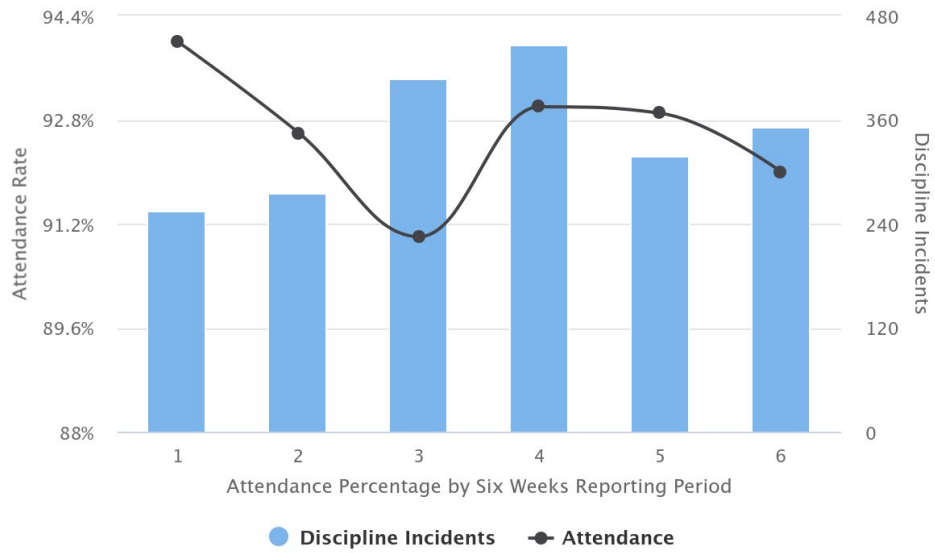
Campus Demographics													
Emergent Bilingual (EB)	345	28.03%	Emergent Bilingual (EB)	320	26.53%	Emergent Bilingual (EB)	310	26.68%	Emergent Bilingual (EB)	294	24.52%		
Migrant	10	0.81%	Migrant	8	0.66%	Migrant	6	0.52%	Migrant	4	0.33%		

Attendance & Discipline 2021-2022

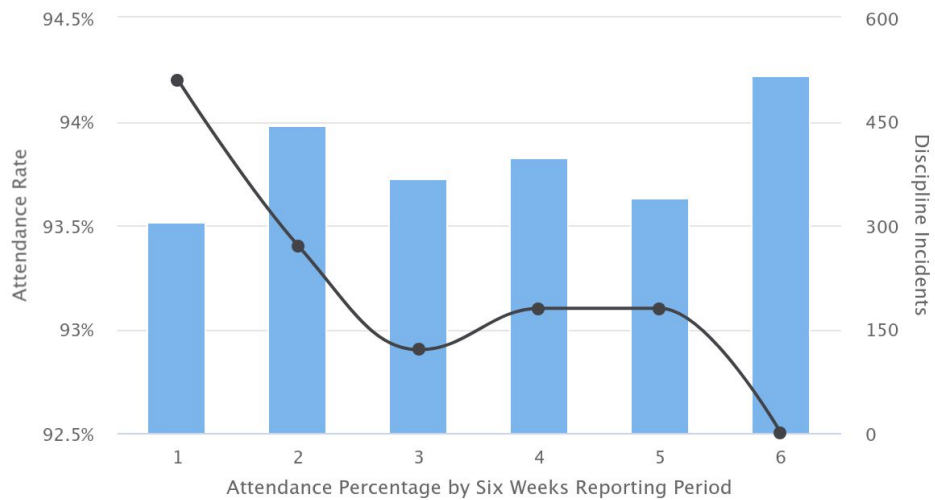


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Attendance & Discipline 2022-2023



Attendance & Discipline 2023-2024



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SFA Middle 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.

For the 2023-2024 school year, we have 1,294 students in grades 7-8. Of our 1,238 students, 295- 19.15% are African American, 258- 22.31% are White and 688- 55.31% are Hispanic. These percentages have remained stable over the past three years. The following programs are housed on our campus: EB, BEST, GT, special education

Looking at other information, we see that we have 956 that are economically disadvantaged and 324 that are limited emergent bilingual students. We have 233 students in our Special Education program and 110 in our Gifted and Talented and Special Education programs respectively. These amounts have remained stable over the past three years.

There are 90 total teachers. Of that number 11 are African American, 65 are White, and 14 are Hispanic. The average experience of our teachers for 2023 is 1 year which is down from the 2022 year's average of 5-10 years.

Demographics Strengths

We have a diverse campus. SFA Middle School considers our demographics when making campus decisions. We are striving to better serve our EB 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 EB students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our EL and At-Risk population 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 at least 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

For 2023, SFA Middle School had an Overall Domain Rating of 76/C. The Student Achievement Rating was 71/C, the School Progress Rating was 79/C , and the Closing the Gaps Rating was 69/D.

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		

STAAR/EOC results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Students performed at or above the state average at Meets Grade Level for the following grades/subjects:

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	RLA	Math	Science	Social Studies	Algebra
7th Grade	52%	35%			
8th Grade	56%	44%	45%	31%	45%

15.5% of Emergent Bilingual students taking TELPAS scored at Advanced High in 7th and 17.8 % in 8th.

Strengths and weaknesses that were identified in the CNA process: Strength- 8th grade ELA, Algebra, Weakness- Social Studies, AA sub-pop, 8th grade math

The following academic support programs are available on campus:

Read 180

Curriculum enrichment courses

AVID

AVID XL

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.

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Student Learning Strengths

Reading was a strength for us and has been for a few years.

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 utilizes 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. 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 review data. The admin team meets weekly to discuss walk through data and strategies/feedback to better support teachers.

SFA also forms a 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.

SFA uses the following practices to recruit, hire, and place staff...

Practices in staff recruitment, hiring, placement

- Job Fairs
- Social Media
- New Teacher Mentor Program
- Placement: Use data, staff strengths, needs of the campus based on student registration

Staff are evaluated annually according to district policy. Support is provided to staff based on need.

Practices for evaluation, support, and advancement, including highly qualified paraprofessionals

- TTESS evaluation and for support
- Professional development to learn new skills and strategies
- New Teacher Mentor Programs and meetings
- Attached: TTESS Rubric & Paraprofessional Evaluation

708

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, SFA participated in the following professional development opportunities....

- Deescalation
- TTESS Rubric
- Parts of the lesson planning cycle (closing etc.)
- Coaching CHAMPS
- Lanschool

- AVID update
- ACE strategies
- MTSS
- Brian Mendler
- Foundations
- CHAMPS trend data
- Summit K-12
- Data walls

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	17.30%
Bilingual/ESL/EB	19.71/ 26.68%
Gifted & Talented	9.12%
Dyslexia	7.06%
At-Risk	71.99%
CTE	70%

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. 709

In general, the number of discipline incidents has decreased as compared to last year. The frequent offenses were skipping, action to cause disruption, offensive language: The campus continues to implement Safe and Civil Schools. Additionally, SFA uses the following procedures to reduce the overuse of discipline practices:

- In House Matrix
- Student Mediation
- Counseling Services
- Behavior Trackers
- Teacher Encyclopedia
- CHAMPs required training
- Safe & Civil Foundations Team

Our school safety procedures include:

- P3 Reporting App
- Title 9 Investigations
- Daily Perimeter Checks
- Fire, Lockdown, Severe Weather Drills
- Train students and staff for drills
- Expectation Ceremonies
- Suicide Hotline on all student IDs
- Staff Mandate Trainings

School Processes & Programs Strengths

SFA has focused on programs and software systems 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.

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

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-AVID

-Ecampus

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, often fueled by social media/tech devices. **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 specific phone policy that reduces the major influence that phones/social media have on student behaviors. **Root Cause:** Teachers need to consistently implement a phone policy to reduce tech device distraction.

Perceptions

Perceptions Summary

Student Engagement

In general, the number of discipline incidents has decreased as compared to last year. For the 2022-23 school year our incident total was 4,058 and the 2023-24 school year count up to May 21st our incident count was 2,333. The frequent offenses at SFA were skipping at a count of 523 and action to cause disruption/disruptive behavior at a count of 269 :

Results from the student survey indicate that:

- Most students who took the survey feel that there are a variety of opportunities for them to be involved in extracurricular activities (band, choir, orchestra, athletics, UIL Academics, school clubs or organizations, etc.) at school.

Staff Engagement

The teacher turnover data as reported on the most recent TAPR was 4.7% (average years of experience at campus), which is consistent with the 4.8 % from the previous year.

2022-23 TAPR (most recent)

Teachers by Years of Experience: Beginning Teachers 22.7 25.2% 10.4% 9.7% 1-5 Years Experience 30.4 33.8% 35.0% 26.3% 6-10 Years Experience 12.3 13.7% 18.8% 20.5% 11-20 Years Experience 14.5 16.1% 23.0% 27.2% 21-30 Years Experience 6.4 7.1% 9.7% 13.3% Over 30 Years Experience 3.8 4.2% 3.1% 2.9%

2021-22 TAPR

Teachers by Years of Experience: Beginning Teachers 11.9 13.9% 8.1% 7.9% 1-5 Years Experience 24.9 29.2% 36.1% 26.7% 6-10 Years Experience 19.3 22.6% 20.2% 20.6% 11-20 Years Experience 18.0 21.0% 21.9% 28.6% 21-30 Years Experience 5.9 6.9% 10.5% 13.2% Over 30 Years Experience 5.4 6.3% 3.2% 2.9%

Family/Parent Engagement

Parent/family participation in campus events has increased as compared to prior years. The most attended events were: SFA Middle School Information Night on 1/19/24 and our Annual Title I meeting # 2 on 12/5/23

Parents/families listed the following as the greatest barriers to participation:

- Family schedule

- Work schedule

Results from the student survey indicate that:

- Most of the students who took the survey feel that adults working at this school treat them respectfully.
- Most of the students who took the survey feel that most of the students who took the survey feel that teachers are available when they need to talk with them.

Perceptions Strengths

As a campus we recognize the importance of involving parents in their children's education to increase academic achievement. We will have two parent and family events; one in the fall and one in the spring. The fall will be a family night in conjunction with the book fair and the spring will focus on campus goal areas based on student performance data.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents feel communication about attendance could be improved. **Root Cause:** Parents are not always aware when students are absent vs. tardy

Priority Problem Statements

714

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

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

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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 2025.


Strategy 1 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4 - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Coach - State Comp - \$141,350, Instructional Coach - Title I, A - \$290,500</p>	Formative		Summative
	Nov	Mar	June


Strategy 2 Details	Reviews		
<p>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. We will also implement Summit K12.</p> <p>Strategy's Expected Result/Impact: Individual Intervention plans for ELL students will be developed through PLCs.</p> <p>7 Steps Strategies will be presented at monthly faculty meetings and artifacts will be collected to monitor the effectiveness of the strategy. TIP Strategy</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: i-Lit, Compass Learning - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Local Campus - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will script questions at the appropriate level of rigor based on the TEKS.</p> <p>Teachers will call on students by name in order to increase engagement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June¹⁷

Strategy 5 Details	Reviews		
<p>Strategy 5: Journaling/ Interactive notebooks/ Individualized Binders/folders will be used in all core subjects with specific expectations for implementation.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Consistent observational feedback of lesson implementation will be provided to teachers for the development of successful instructional practices.</p> <p>Strategy's Expected Result/Impact: Instructional Coaches and Appraisers will provide contingent and timely feedback in order to improve the effectiveness of lessons.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Lexile development of each student will be addressed in each core content area and developed alongside content.</p> <p>Strategy's Expected Result/Impact: MAP Pearson online software</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			718

Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease in achievement gaps. Growth for all students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>Funding Sources: 1 FTE - Title I, A - \$106,025</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased individual MAP scores</p> <p>Staff Responsible for Monitoring: ELA Teachers and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - Local Funds - Campus, - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease failure rates; increase in retention</p> <p>Staff Responsible for Monitoring: Principal and Dean of Instruction</p> <p>Funding Sources: Local - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			719
Strategy 11 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches PLCs</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide support for struggling readers with Read 180 and Systems 44.</p> <p>Strategy's Expected Result/Impact: Improvement in Lexile scores and reading grade level.</p> <p>Staff Responsible for Monitoring: Administration READ 180 Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			721
Strategy 3 Details	Reviews		
<p>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 as well as student engagement. The area of Social Studies will be a focus.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Funding Sources: Local Campus - Local Funds - Campus - \$0</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Action Magazines will also be used to improve lexile scores, reading non-fiction and reading for deeper meaning.</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p> <p>Funding Sources: Instructional Resources - Local Funds - Campus - \$0</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Utilize multiple interventions to improve student performance.</p> <p>Staff Responsible for Monitoring: Dean Team Leaders</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			722
Strategy 7 Details	Reviews		
<p>Strategy 7: A campus-wide vocabulary strategy will be used to build academic vocabulary in all students.</p> <p>Strategy's Expected Result/Impact: Utilize multiple interventions to improve student performance.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Utilize multiple interventions to improve student performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decreased learning gap</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Support Specialist - ESSER - \$63,490</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student Performance on Assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Materials & Snacks - Title I, A - \$5,000</p>	Formative		Summative
	Nov	Mar	June
			723
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 3: Implement and utilize a software system (eCampus) to reduce tardies among students to safeguard tier-one instruction time.

Evaluation Data Sources: Tardy data

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 2025.

Strategy 1 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Required staff development hours accumulation</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide opportunities for currently certified teachers to earn additional teaching credentials, especially in critical needs areas such as ESL.</p> <p>Strategy's Expected Result/Impact: Content experts gaining additional certification for special education to co-teach and ESL for teachers working with ELL students</p> <p>Staff Responsible for Monitoring: TTESS Appraisers Special Education Department Chair LPAC Team</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			725
Strategy 3 Details	Reviews		
<p>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. Putting a focus on recruiting and retaining Bilingual teachers committed to student success and learning.</p> <p>Strategy's Expected Result/Impact: TAPR Report Reflecting Higher Number of Minority Teachers (Reflecting Campus Demographics)</p> <p>Staff Responsible for Monitoring: Campus Administration Hiring Committees</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Create a teacher-centered culture in order to sustain a high quality SFA faculty.</p> <p>Strategy's Expected Result/Impact: Improve campus culture and retain high quality teachers.</p> <p>CNA- Survey showed teachers wanted to increase activities that improved campus culture.</p> <p>Social committee and Administration purposely planned days to celebrate teachers.</p> <p>Staff Responsible for Monitoring: Administration PBIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Provide opportunities for staff to gain knowledge and expertise through professional development opportunities.</p> <p>Strategy's Expected Result/Impact: Increase achievement in student achievement and campus academic programs</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Professional Development Session - State Comp - \$2,000</p>	Formative		Summative
	Nov	Mar	June
 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 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 2025.

Evaluation Data Sources: Sign-In sheets. Eduphoria workshop reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Staff will implement strategies of Capturing Kids Hearts such as Good Things, Meet and Greet, Launches, Affirmations, and the 4 questions.</p> <p>Strategy's Expected Result/Impact: Confirmed Attendance Classroom Observations</p> <p>Staff Responsible for Monitoring: Administration PBIS Team Department Heads</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Strategies from the 7 Steps to a Language-Rich Interactive Classroom will be used for increasing engagement in all classrooms.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches- At each monthly faculty meeting the ICs will present a lesson on 7 Steps.</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: 7 steps Books - State Comp - \$2,000</p>	Formative		Summative
	Nov	Mar	June
			727





Strategy 3 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration Special Education Department Co-Teach logs</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improvement in student data in 7th grade writing.</p> <p>Staff Responsible for Monitoring: Administrative Team Instructional Coaches</p> <p>Funding Sources: registration, travel, PD materials - State Comp - \$16,348</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Implement strategies to deliver instruction on the appropriate level for a GT student.</p> <p>Staff Responsible for Monitoring: Tanya Johnson- Counselor Department Heads</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
<p>Strategy 7: Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking in the Odyssey STEM program.</p> <p>Strategy's Expected Result/Impact: Increased number of students achieving Mastery on the STAAR testing.</p> <p>Staff Responsible for Monitoring: Odyssey Administrator and counselor.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction Monitor discipline data</p> <p>Staff Responsible for Monitoring: Department Heads PBIS Instructional Coaches Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration PBIS Team Department Head</p> <p>Funding Sources: Materials - State Comp - \$1,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: The Social Committee will hold faculty luncheons each six weeks to support fellowship.</p> <p>Staff Responsible for Monitoring: Administration Social Committee</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			730
Strategy 4 Details	Reviews		
<p>Strategy 4: Communicate to staff the calendar of events and major activities happening at SFA once a week.</p> <p>Strategy's Expected Result/Impact: Implement effective communication between administration and the staff.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
 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 2025

Strategy 1 Details	Reviews		
<p>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. Expectations for use of electronics in the classroom will be established. These expectations will be posted throughout the campus & classrooms, be reinforced daily and revisited throughout the school year.</p> <p>The PBIS Committee will meet bi-monthly to review discipline data, attendance and level of structure concerns.</p> <p>Strategy's Expected Result/Impact: Classroom Observations Reduction of referrals in common areas</p> <p>Staff Responsible for Monitoring: Administration PBIS Committee</p> <p>Targeted Support Strategy</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>Strategy 2: PBIS and CHAMPs will be implemented in all classrooms, increasing student engagement, and decreasing behavior issues to provide a focus on classroom management and help the classroom climate through giving teachers tools to effectively manage the classroom .</p> <p>Teachers will be instructed based on the principles of STOIC.</p> <p>Minor Misbehavior forms will be utilized to document classroom managed behaviors.</p> <p>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.</p> <p>Due to increased instructional time and decreased discipline, there will be growth in the Domain 3 Score.</p> <p>Reduced Referral Rate Increased Learning Time Student/ Parent Conferences in Teaming to look at student needs and campus interventions leading to targeted outcomes.</p> <p>Staff Responsible for Monitoring: Administration PBIS Team Leadership Team Department Heads</p> <p>Additional Targeted Support Strategy Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Attendance: Attendance rate will be 95% or higher. Students with perfect Attendance will receive recognition at the end of each six weeks. Parents will receive a call out about attendance as a process for communicating with parents about attendance.</p> <p>Strategy's Expected Result/Impact: Increased ADA</p> <p>Attendance committee will reward students with perfect attendance each six weeks with PBIS points.</p> <p>Each six weeks, students with perfect attendance will go into a drawing for gift cards.</p> <p>Staff Responsible for Monitoring: Administration Attendance Clerk PBIS Committee Juvenile Case Worker</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			733

Strategy 4 Details	Reviews		
<p>Strategy 4: Use Student Incentives Committee to celebrate accomplishments in attendance, discipline, athletics and academics.</p> <p>Strategy's Expected Result/Impact: Increased ADA Decrease Six Weeks Failure Rates Decreased discipline referrals.</p> <p>Staff Responsible for Monitoring: Administration Attendance Clerk Attendance Committee</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease repeat discipline incidents per student.</p> <p>Staff Responsible for Monitoring: Administration RTI Team PBIS</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Students will complete the Physical Fitness Assessment and practice healthy fitness behavior in Physical Education classes.</p> <p>Strategy's Expected Result/Impact: Improve overall fitness level of students.</p> <p>Staff Responsible for Monitoring: Physical Education Department</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			734
Strategy 7 Details	Reviews		
<p>Strategy 7: Administration will refer students with chronic attendance issues to the Juvenile Case Worker.</p> <p>Strategy's Expected Result/Impact: Increase daily attendance rate Decrease Drop Out rate</p> <p>Staff Responsible for Monitoring: Assistant Principal PBIS Attendance sub-committee</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Maximize class time</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


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		
<p>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.</p> <p>Strategy's Expected Result/Impact: SFA will provide basic supplies for At-Risk students,</p> <p>Staff Responsible for Monitoring: Administration Department Heads Office Staff</p> <p>Title I: 2.5 - Additional Targeted Support Strategy</p> <p>Funding Sources: intervention materials, classroom libraries - ESSER - \$12,680, Intervention Materials, Instructional Subscriptions - State Comp - \$15,000, instructional resources - Title I, A - \$217</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Students will utilize planners as an organizational tool for homework, tutorial information and hallway pass information.</p> <p>Strategy's Expected Result/Impact: Improve student six weeks average.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			736

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease learning gaps.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Curriculum Enrichment Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional software - State Comp - \$8,000, Instructional software - ESSER - \$20,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in CTE courses in Odyssey Robotics and Engineering.</p> <p>Staff Responsible for Monitoring: Academic Advisors</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, bullying and online safety.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Bronco Basics</p> <p>Increased student awareness and reduction of discipline incidents involving these issues.</p> <p>Staff Responsible for Monitoring: Administration Academic Advisors PBIS committee</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			737

Strategy 6 Details	Reviews		
<p>Strategy 6: Student Advisory Committee for the district will gather feedback from the students.</p> <p>Strategy's Expected Result/Impact: Surveys</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Address the needs of all students, particularly at risk by sustaining a systematic plan for purchasing computer hardware, accessories, and Tru Touch materials to ensure that campus hardware capacity remains consistent with student needs, taking into account life-span of machines.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal, TSC</p> <p>Title I: 2.6</p> <p>Funding Sources: Student computers, accessories - Title I, A - \$25,000, Student computers, accessories - State Comp - \$15,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: Create an efficient mobile ID station system with technological support and equipment for campus safety and to maximize instructional time.</p> <p>Strategy's Expected Result/Impact: increase instruction time and campus safety</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus - \$0</p>	Formative		Summative
	Nov	Mar	June
			738
Strategy 9 Details	Reviews		
<p>Strategy 9: We will provide more exploration activities to students to expose them to post secondary education through the Avid field trips.</p> <p>Strategy's Expected Result/Impact: Increased student awareness about post secondary education opportunities</p> <p>Staff Responsible for Monitoring: AVID teachers, administration</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		Summative
	Nov	Mar	June

 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 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase Parent Involvement</p> <p>SFA Parent Involvement committee brings materials to football games. The committee provides parenting materials as well as literacy materials.</p> <p>TIP strategy- District reading initiative.</p> <p>Staff Responsible for Monitoring: Administration Campus Leadership Team</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PFE Resources, Snacks, Translation Services - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase Parent Involvement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1</p> <p>Funding Sources: PFE Resources, Snacks, Translation Services - Title I, A - \$500</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student involvement</p> <p>Staff Responsible for Monitoring: Administration PBIS Committee</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement.</p> <p>Staff Responsible for Monitoring: Administration Office Staff</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Sign In Sheets</p> <p>Staff Responsible for Monitoring: Administration CPIC Committee</p> <p>Title I: 4.2</p> <p>Funding Sources: PFE Resources, Snacks, Translation Services - Title I, A - \$1,598</p>	Formative		Summative
	Nov	Mar	June
			741
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June





Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Observed Parent Utilization</p> <p>Staff Responsible for Monitoring: Office Staff</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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. During these meetings, translation will be provided for Spanish speaking parents, allowing us to answer any questions they have in an environment that is comfortable for parents.</p> <p>Strategy's Expected Result/Impact: Successful transition to the high school</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Sign In sheets, agendas</p> <p>Staff Responsible for Monitoring: Dean, Department Heads</p> <p>Title I: 4.2</p> <p>Funding Sources: PFE Resources, Snacks, Translation Services - Title I, A - \$1,000</p>	Formative		Summative
	Nov	Mar	June
			742

Strategy 10 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Distribute materials to parents of At Risk students.</p> <p>Staff Responsible for Monitoring: Admin Counselor</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: PFE Resources, Snacks, Translation Services - Title I, A - \$1,000</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: The principal will establish a student group that she will meet with monthly to gain insight and feedback from students.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
IC	Instructional Coach	2

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Associate Dean	Dean of Instruction	Instructional Support	1
IC	Instructional Coach	Instructional Support	4

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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			\$0.00 ⁷⁴⁷
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

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
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
2	3	1	Materials		\$1,000.00
3	2	1	Intervention Materials, Instructional Subscriptions		\$15,000.00
3	2	3	Instructional software		\$8,000.00
3	2	7	Student computers, accessories		\$15,000.00
Sub-Total					\$245,698.00
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	1	9			\$500.00
1	2	8	tutors, prof and para		\$35,000.00
1	2	10	Materials & Snacks		\$5,000.00 ⁷⁴⁹
3	2	1	instructional resources		\$217.00
3	2	7	Student computers, accessories		\$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					\$466,840.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8	Tutors, Professional & Para		\$10,000.00
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

**Bryan Independent School District
Bryan Collegiate High School
2024-2025 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 2024, the Bryan Collegiate High School CNA Planning Team met on April 25, 2024 and May 9, 2024 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, 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 enrollment data, EDI, AR, Special Populations and race/ethnicity; staff information including staff retention; STAAR Scores, TELPAS 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.

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Emergent Bilingual population is growing
- Recruitment of Early College target populations has improved
- EOC performance for all five subjects outscored the state average for "Meets" grade level
- Students feel safe at school

Needs

- Algebra I EOC performance at the "Meets" level is higher than the state average, but out of the five EOC exams, it is the lowest
- Student retention from year-to-year needs to improve
- Parent engagement needs to improve
- Student attendance needs to improve when compared to pre-pandemic levels.

754

Due to needs assessment findings, student achievement and attendance were identified as targeted areas of need. As we continue to build on our strengths while continuously monitoring progress, 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 area, using the TTESS rubric to strengthen Tier I instruction, along with the monitoring of student data (MAP, district assessments, TSIA, Advanced Placement scores, failure rates, and dual credit data), we will continue to grow and improve as a campus for the 2024-25 school year.

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, continued professional development for staff with AVID and other leadership professional development opportunities, as well as providing various resources for students to use such as usage of interactive technologies such as document cameras, general instructional supplies, implementation of the Positive Physics 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 2024-2025 school year.

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2024, the Bryan Collegiate High School CNA Planning Team met on April 25, 2024 and May 9, 2024 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, 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 enrollment data, EDI, AR, Special Populations and race/ethnicity; staff information including staff retention; STAAR Scores, TELPAS 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.

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Emergent Bilingual population is growing
- Recruitment of Early College target populations has improved
- EOC performance for all five subjects outscored the state average for "Meets" grade level
- Students feel safe at school

Needs

- Algebra I EOC performance at the "Meets" level is higher than the state average, but out of the five EOC exams, it is the lowest
- Student retention from year-to-year needs to improve
- Parent engagement needs to improve
- Student attendance needs to improve when compared to pre-pandemic levels.

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We will continue to build on our strengths to continue to grow and improve as a campus for the 2024-2025 school year.

Demographics

Demographics Summary

Demographics Summary

Bryan Collegiate 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.

For the 2023-2024 school year, we have approximately 440 students in grades 09-12. Of our 440 students, 3.6% are African American, 14.7% are White, 79.2% are Hispanic and 1.1% are Asian, and 1.4% are Two or More Races. These percentages have remained stable over the past three years.

Looking at other information, we see that we have 75.3% that are economically disadvantaged and 28% that are limited emergent bilingual students. We have 2.5% of our students served through Special Education, 7.9% in our Section 504 program along with 17.6% in our Gifted and Talented program. All but the Emergent Bilingual percentages have remained stable, we have seen an increase in EB enrollment. We attribute the rise in Emergent Bilingual students to the change in the TELPAS assessment.

There are twenty-two total teachers at Bryan Collegiate High School. Of that number 70% are White, and 30% are Hispanic. For years of experience, 43.3% have between 1-5 years experience, 18.8% have between 6-10 years experience, 28.2% have between 11-20 years experience, and 9.7% have more than 20 years experience.

Demographics Strengths

Demographics Strengths

- Teacher retention is high.
- Student attendance rate over time has improved.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student retention from 9th grade to 12th grade is less than 75% **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

Student Academic Achievement Summary

For 2023, Bryan Collegiate High School would have had an Overall Domain Rating of "A", but ratings were not issued by the state. The Student Achievement Rating was an "A" with a scaled score of 97.2, the School Progress Rating was an "A" with a scaled score of 97, and the Closing the Gaps Rating was an "A" with a scaled score of a 98.

Due to pending litigation, the TEA did not issue overall school or district ratings and campus level distinction designations were not issued.

STAAR/EOC results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Students performed at or above the state average at Meets Grade Level for all five tested EOC subjects areas at Bryan Collegiate.

State Average at MEETS GRADE LEVEL by Grade and Subject

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Algebra I	English I	Biology	English II	US History
45%	54%	57%	56%	71%

(Spring administration only)

STAAR Meets Grade Level Performance by Subgroup (Spring Administration only)

	Algebra I	English I	Biology	English II	US History
All Students	53%	89%	81%	96%	91%
Hispanic	50%	87%	78%	95%	90%
White	70%	96%	95%	100%	92%
Eco Dis	52%	89%	77%	96%	90%
EB	55%	88%	80%	92%	80%
SPED		50%	80%		

Emergent Bilingual students taking TELPAS scored at Advanced High at the following grade levels: 52% of 9th graders scored AH, 83.8% of 10th graders scored AH, 66.7% of 11th graders scored AH, and 50% of 12th graders scored AH

Overall, students at Bryan Collegiate continue to perform well on state assessments. However, when reviewing the data as part of the campus improvement process, there is a discrepancy between Algebra I performance and other subject areas. Algebra I will be a focus for improvement for next year.

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

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:** STAAR, TSIA and failure data shows that academic gaps exist in both literacy skills and numeracy skills.

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School Processes & Programs

School Processes & Programs Summary

Processes & Programs Summary

Bryan Collegiate High School uses the following practices to recruit, hire, and place staff: district application processes, evaluations of teacher certification, and levels of experience.

Staff are evaluated annually according to district policy. Support is provided to staff based on need. Beyond district level professional development, Bryan Collegiate teachers engage in weekly, embedded professional development on Friday afternoons.

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, Bryan Collegiate staff members participated in the following professional development opportunities: Safe & Civil Schools, AVID Training, Seidlitz Training, and local professional development.

For the current school year, participation in various programs can be seen in the table below:

We have 2.5% of our students served through Special Education, 7.9% in our Section 504 program along with 17.6% in our Gifted and Talented program.

Program	Participation Rate
Special Education	2.5%
Bilingual/ESL/EB	27.5%
Gifted & Talented	17.6%
Dyslexia	3.4%
At-Risk	62.3%

In general, the number of discipline incidents has been steady as compared to prior years. The frequent offenses at Bryan Collegiate were skipping class, skipping detention, and academic dishonesty. The campus continues to implement Safe and Civil Schools to improve campus climate and culture and to improve behavior in the hallways.

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The Class of 2022 4-year graduation rate was 100%, which was the same as the Class of 2021 rate of 100%.

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 teaming, the AVID course sequence, and multiple academic intervention courses.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus overall attendance rate is from 1% to 1.5% lower then when compared to pre-COVID rates. **Root Cause:** Students lack a sense of

urgency for course attendance on the high school side, specifically at the senior level.

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Perceptions

Perceptions Summary

Student Engagement

In general, the number of discipline incidents has been steady as compared to prior years. The frequent offenses at Bryan Collegiate are skipping school, skipping administrative detention and academic dishonesty.

Results from the Spring 2024 student survey indicate that student feel safe and welcome at Bryan Collegiate with 99% of students surveyed indicating that they "feel safe at this school" and with 98% of students surveyed indicating that "Adults working at this school treat me respectfully and with kindness"

Staff Engagement

The teacher turnover data as reported on the most recent TAPR was 73.91%, which is up from the prior year rate of 69.57 %. Results from the Spring 2024 Survey report that 100% of surveyed staff agree with the following statements:

- This school has a positive culture
- The school does a good job helping students develop skills to manage social and emotional needs.
- Staff at this school work together to ensure an orderly environment.
- I feel comfortable going to my administrator/supervisor with my concerns.

Family/Parent Engagement

Parent/family participation in campus events has increased as compared to prior years. The most attended events were Open House, Grade Level AVID Nights, and the New Student Orientation night before school started in August.

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Parents/families listed "Family Schedule" and "Work Schedule" as the greatest barriers to participation.

Results from the student survey indicate that 95% of parents surveyed agree with the following statements:

- I feel welcome at my child's school.
- At this school, the staff really care about my child.
- My child is safe at this school.
- Overall, this school is a friendly place.

- This school sees me as a partner in my child's education.

Perceptions Strengths

- Discipline rates and incidents are low
- Overall positive campus culture
- Teachers feel equipped to handle most classroom discipline issues

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: Student retention from 9th grade to 12th grade is less than 75%

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: STAAR, TSIA and failure data shows that academic gaps exist in both literacy skills and numeracy skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The campus overall attendance rate is from 1% to 1.5% lower then when compared to pre-COVID rates.

Root Cause 3: Students lack a sense of urgency for course attendance on the high school side, specifically at the senior level.

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

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

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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
- 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





Goals

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions 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		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increase in TTESS scores and student achievement</p> <p>Staff Responsible for Monitoring: Principal and Principal's Secretary</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal and Lead ELA Teacher</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			770
Strategy 3 Details	Reviews		
<p>Strategy 3: All teachers will have at least one high stakes writing assignment in the fall and one in the spring.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal and Associate Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increase in achievement and decrease in failure rate.</p> <p>Staff Responsible for Monitoring: AVID Site Coordinator</p> <p>Funding Sources: AVID Tutors - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions 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 48% to 55%.





Evaluation Data Sources: Spring semester STAAR Results

Strategy 1 Details	Reviews		
<p>Strategy 1: Depending on need (based on STAAR scores or teacher recommendations) students will be enrolled High School Math Lab for either Algebra I or Geometry</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal and Lead Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>Funding Sources: EOC Tutoring - State Comp - \$500</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in lexile scores from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal and Lead Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>Funding Sources: EOC Tutoring - State Comp - \$1,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: A practical writing course or other ELAR elective will be offered to at least two sections of 10th grade students that have not shown success on TSIA or English I STAAR.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal and Lead Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions 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		
<p>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: Increase in student achievement Staff Responsible for Monitoring: Associate Principal Funding Sources: Saturday and After School Tutorials - State Comp - \$1,350</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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 - \$1,800</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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: Decrease in failure rates, Increase in student achievement Staff Responsible for Monitoring: Lead Counselor</p>	Formative		Summative
	Nov	Mar	June





Strategy 4 Details	Reviews		
<p>Strategy 4: Teachers will use technology and resources to enhance their instruction and progress monitor as appropriate such as Math XL, Mastery Prep, LandSchool, Positive Physics, Turn It In, etc. to address learning loss and close the learning gap that occurred during school closures.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Technology resources - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: At each three week grade pull teachers will contact parents in regards to failures.</p> <p>Strategy's Expected Result/Impact: Decrease in failure rates, increase in parent contacts & participation</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Grade level teams will meet periodically during weekly PD time every three weeks to review failure reports</p> <p>Strategy's Expected Result/Impact: Decrease in failure rates</p> <p>Staff Responsible for Monitoring: Principal and Associate Principial</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease in failure rates</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>Funding Sources: No Zero Program Independent Contractor - State Comp - \$1,000</p>	Formative		Summative
	Nov	Mar	June
			775

Strategy 8 Details	Reviews		
<p>Strategy 8: Implementation of school wide AVID program.</p> <p>Strategy's Expected Result/Impact: Decrease in failure rates; increase in retention</p> <p>Staff Responsible for Monitoring: Principal and Associate Principal</p> <p>Funding Sources: AVID Membership - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease in failure rates; increase in retention</p> <p>Staff Responsible for Monitoring: Principal and Associate Principal</p> <p>Funding Sources: AVID Professional Development - Statewide - State Comp - \$3,280</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in TSIA passing rates</p> <p>Staff Responsible for Monitoring: Principal and Lead Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Students will be enrolled in AP PreCalculus if they have not passed the grade level appropriate section of TSIA for mathematics.</p> <p>Strategy's Expected Result/Impact: Increase in TSIA passing rates</p> <p>Staff Responsible for Monitoring: Principal and Lead Counselor</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Increase in TSIA passing rates</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			777
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions 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		
<p>Strategy 1: Enroll Native Spanish speakers to take the AP Spanish Language and Culture exam. Strategy's Expected Result/Impact: Increase in AP participation and increase in AP scores Staff Responsible for Monitoring: Associate Principal Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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: Increase in AP scores Staff Responsible for Monitoring: Associate Principal Funding Sources: AP Prep Sessions - State Comp - \$1,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
			778
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions 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. Strategy's Expected Result/Impact: Increase in SAT participation Staff Responsible for Monitoring: Associate Principal Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: All 11th grade students will participate in the SAT school day in the spring semester Strategy's Expected Result/Impact: SAT Participation Increase Staff Responsible for Monitoring: Associate Principal and Junior AVID Teacher Funding Sources: - Local Funds - Campus	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: All 11th grade students will participate in the ACT school day in the spring semester Strategy's Expected Result/Impact: ACT Participation Increase Staff Responsible for Monitoring: Associate Principal and Junior AVID Teacher	Formative		Summative
	Nov	Mar	June
			779
Strategy 4 Details	Reviews		
Strategy 4: 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 Funding Sources: Proctor for mock exams - Local Funds - Campus - \$250	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions 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		
<p>Strategy 1: Beginning with a student's freshman year, students will create and upkeep a graduation portfolio. Strategy's Expected Result/Impact: Increase in the number of students who have competitive college and scholarship applications. Staff Responsible for Monitoring: AVID Teachers Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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: Increase in the number of students who have competitive college and scholarship applications. Staff Responsible for Monitoring: Associate Principal Funding Sources: Transportation - State Comp - \$6,000, Meals - Local Funds - Campus - \$1,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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: Increase in number of students participating in a financial literacy course. Staff Responsible for Monitoring: Senior AVID Teacher Funding Sources: Printed Workbooks - Local Funds - Campus - \$1,000</p>	Formative		Summative
	Nov	Mar	June
			780

Strategy 4 Details	Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increase in FAFSA completion rates and increase in parent engagement</p> <p>Staff Responsible for Monitoring: Principal and Senior AVID Teacher</p> <p>Funding Sources: Food and Refreshments - Local Funds - Campus - \$200</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions 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		
<p>Strategy 1: BCHS will use the X2VOL system to keep track of service hours for each student. Strategy's Expected Result/Impact: Increase in community engagement via community service. Staff Responsible for Monitoring: Principal and AVID Department Funding Sources: X2VOL License - Local Funds - Campus - \$1,250</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: AVID teachers will contact parents in danger of not completing their yearly service requirements. Strategy's Expected Result/Impact: Increase in community engagement via community service. Staff Responsible for Monitoring: AVID Department Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: AVID III Students will participate in the Junior Service Project Symposium to present a unique community service project. Strategy's Expected Result/Impact: Increase in community engagement via community service. Staff Responsible for Monitoring: AVID III Teacher and Associate Principal</p>	Formative		Summative
	Nov	Mar	June
			782
Strategy 4 Details	Reviews		
<p>Strategy 4: The BCHS Campus will provide supplies to help implement community service during the May Community Service Day Strategy's Expected Result/Impact: Increase in community service engagement. Staff Responsible for Monitoring: Principal and Lead AVID Teacher Funding Sources: - Local Funds - Campus - \$500</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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: Increase in student achievement and increase in staff retention Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Campus will reimburse teachers for certifications that are needed to serve our students. Strategy's Expected Result/Impact: Increase in student achievement and increase in staff retention Staff Responsible for Monitoring: Principal Funding Sources: Certification Reimbursements - Local Funds - Campus - \$500</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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: Increase in student efficacy and increase in staff retention Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
			783
Strategy 4 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
<p>Strategy 5: Campus Leadership will attend CCRSM Regional Convenings to engage in Professional Development focused on At-risk student recruitment and retainment, Family Support and Engagement, and Crosswalk Development</p> <p>Strategy's Expected Result/Impact: Increase in achievement in target populations, namely at-risk students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Registration Fees and Travel Reimbursement - Local Funds - Campus - \$1,500</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
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: Increase in student achievement and increase in staff retention Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Create a positive environment through weekly staff celebrations and affirmations. Strategy's Expected Result/Impact: Increase in staff morale and increase in staff retention Staff Responsible for Monitoring: Principal and Associate Principal	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Vote on Teacher of the Month by staff and students. Strategy's Expected Result/Impact: Increase in staff morale and increase in staff retention Staff Responsible for Monitoring: Associate Principal	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
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: Increase in student efficacy Staff Responsible for Monitoring: Lead Counselor	Formative		Summative
	Nov	Mar	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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Campus administration will provide class coverage for all employees that want to participate in an ESL prep course and to test.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
<p>Strategy 1: All teachers will receive training from Safe & Civil Schools regarding the implementation of CHAMPS, positive behavior supports and early stage interventions.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students and teachers that feel physically, emotionally and academically safe in the school environment.</p> <p>Staff Responsible for Monitoring: Principal and Associate Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: The campus safety committee will meet once a month to review the safety of our facility.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students and teachers that feel physically, emotionally and academically safe in the school environment.</p> <p>Staff Responsible for Monitoring: Associate Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students and teachers that feel physically, emotionally and academically safe in the school environment.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
			787
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students and teachers that feel physically, emotionally and academically safe in the school environment.</p> <p>Staff Responsible for Monitoring: Lead Counselor</p>	Formative		Summative
	Nov	Mar	June





Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students and teachers that feel physically, emotionally and academically safe in the school environment.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in overall attendance rate and decrease in the number of chronically absent students</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>Funding Sources: PBIS Awards Purchases - Local Funds - Campus - \$750</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Data validation team will monitor, attendance data, drop out roster and leaver codes and make recommendations to prevent dropouts.</p> <p>Strategy's Expected Result/Impact: To not have any drop-outs</p> <p>Staff Responsible for Monitoring: Associate Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: The data validation team will implement truancy prevention measures as appropriate for students who are truant from school.</p> <p>Strategy's Expected Result/Impact: Increase in overall attendance rate and decrease in the number of chronically absent students</p> <p>Staff Responsible for Monitoring: Associate Principal</p>	Formative		Summative
	Nov	Mar	June
			789
Strategy 4 Details	Reviews		
<p>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 .</p> <p>Strategy's Expected Result/Impact: Increase in overall attendance rate and decrease in the number of chronically absent students</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in overall attendance rate and decrease in the number of chronically absent students</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and successful development of students.





Performance Objective 3: Develop and nurture school and community partnerships.

Strategy 1 Details	Reviews		
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	Formative		Summative
	Nov	Mar	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 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		
Strategy 1: Hold Open House in early October for all students and parents to attend. Strategy's Expected Result/Impact: Increase in parent engagement Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
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: Increase in parent engagement Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Provide an English and Spanish room for each parent meeting held at BCHS. Strategy's Expected Result/Impact: Increase in parent engagement Staff Responsible for Monitoring: Principal Funding Sources: Translation Services - Local Funds - Campus - \$250	Formative		Summative
	Nov	Mar	June
			792
Strategy 4 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 Strategy's Expected Result/Impact: Increase in parent engagement Staff Responsible for Monitoring: Associate Principal	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: The main BCHS website as well as club sites will display relevant and up to date information. Strategy's Expected Result/Impact: Increase in parent and community engagement Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Use the campus Twitter accounts to update parents and students on the events and Good Things at BCHS. Strategy's Expected Result/Impact: Increase in parent and community engagement Staff Responsible for Monitoring: Principal	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: All incoming 9th grade students will participate in a summer bridge program in August before school starts.</p> <p>Strategy's Expected Result/Impact: Increase in student efficacy and student agency</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Funding Sources: Lunches - Local Funds - Campus - Student Activity - \$500</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
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	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
			795
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 once per long semester to discuss implementation and sustainability of the ECHS.

Evaluation Data Sources: Agendas and sign in sheets.

Strategy 1 Details	Reviews		
<p>Strategy 1: Identify members and the role each member in the steering committee.</p> <p>Strategy's Expected Result/Impact: Increase in knowledge of ECHS practices and increase in engagement with ECHS stakeholders on the IHE side.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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	AVID Tutors		\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	4	4	Technology resources		\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	1			\$0.00
1	5	3			\$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	Proctor for mock exams		\$250.00
1	8	1			\$0.00
1	8	2	Meals		\$1,000.00
1	8	3	Printed Workbooks		\$1,000.00
1	8	4	Food and Refreshments		\$200.00
1	9	1	X2VOL License		\$1,250.00
1	9	2			\$0.00
1	9	4			\$500.00
2	1	2	Certification Reimbursements		\$500.00
2	1	5	Registration Fees and Travel Reimbursement		\$1,500.00

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	PBIS Awards Purchases		\$750.00
4	1	3	Translation Services		\$250.00
4	3	1	Lunches	Student Activity	\$500.00
Sub-Total					\$8,450.00
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		\$500.00
1	3	2	EOC Tutoring		\$1,000.00
1	4	1	Saturday and After School Tutorials		\$1,350.00
1	4	2	CCU Tutorials		\$1,800.00
1	4	7	No Zero Program Independent Contractor		\$1,000.00
1	4	9	AVID Professional Development - Statewide		\$3,280.00
1	6	2	AP Prep Sessions		\$1,000.00
1	8	2	Transportation		\$6,000.00
2	1	4	AVID Professional Development - Statewide		\$0.00
Sub-Total					\$15,930.00

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Bryan Independent School District
Bryan High School
2024-2025 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

BHS Campus Needs Assessment Summary

In the spring of 2024, the Bryan High School CNA Planning Team met on May 7, 9 and 13 of 2024 to conduct a comprehensive needs assessment of the entire school.

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 students⁸⁰². 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.

The planning team was made up of the following stakeholders: Parents, community members, teachers, paraprofessionals, and students.

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included Parent, Student, and Staff surveys, attendance, demographic, discipline, academic, and accountability data.

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- We have a high number of teachers with 5 to 10 years of experience.
- CCMR numbers continue to grow each year for accountability.
- Students and Parents feel that they are cared for by their teachers.
- Parent perceptions about the campus are high.
- Most teachers are comfortable with campus administration.
- We are implementing a New Arrival Center to meet increased ESL/EB learners.

Needs

- We have a large number of freshmen not earning enough credits to move to the next grade level.
- We are losing teachers with 2 to 4 years of experience.
- 2024 English EOC scores showed some students who did not advance/grow and some who were previously at meets and masters regress.
- Sophomores and Juniors seem to struggle with Algebra 1 and English 1 EOC retakes.
- Students don't have a sense of belonging.
- Students don't feel that there is a positive atmosphere.
- We have seen an increase in aggressive behaviors.
- We need more ESL/Dual language speaking teachers to help EB learners be more successful.
- Our NAC numbers are increasing to the point where we need more staff to effectively run the program.

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Due to needs assessment findings, we will focus on campus climate and culture, finding ways to decrease aggressive behavior, and continue to focus on academic growth through accountability. We will continue to focus on our strengths by working with our parents, students, staff and community and making them feel welcome and wanted on campus. We will also continue to focus on retaining high quality teachers and continue to provide as many opportunities for CCMR for our students. We will also continue to find ways to engage teacher leaders on campus to provide opportunities for them to have a voice and have ownership of their classrooms, hallways, and campus. Our student ambassadors will also be a part of this as they need to be better utilized to help improve our climate and culture among our students and staff.

Fights

- 2017-18 = 22
- 2018-19 = 23
- 2019-2020 = did not finish year
- 2020-21 = asynchronous attendance
- 2021-22 = 30
- 2022-23 = 38

Disruptive Behavior

- 2017-18 = 149
- 2018-19 = 197
- 2019-2020 = did not finish year
- 2020-21 = asynchronous attendance
- 2021-22 = 220
- 2022-23 = XX

Serious Disruption

- 2017-18 = 40
- 2018-19 = 45
- 2019-2020 = did not finish year
- 2020-21 = asynchronous attendance
- 2021-22 = 50
- 2022-23 = XX

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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
- 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

- 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

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
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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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
- STEM and/or STEAM 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
- 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

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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

Goals

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


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: Spring and Summer EOC scores

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 80% of students should show success in learning. The other 20% will be provided remediation or reteach.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Admin District C&I</p> <p>Funding Sources: Instructional Subscriptions and Instructional supplies - State Comp - \$93,000, IC's - State Comp - \$355,325</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve instruction and improved ENG 1 & 2 EOC scores</p> <p>Staff Responsible for Monitoring: Instructional Coaches Admin</p> <p>Funding Sources: Edgenuity Lab, student computers - State Comp - \$10,000</p>	Formative		Summative
	Nov	Mar	June
			809

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased Academic Achievement in ENG 1 & 2 EOC's and close achievement gaps</p> <p>Staff Responsible for Monitoring: Teachers IC's Admin</p> <p>Funding Sources: Professional tutors, Instructional Materials and computers - State Comp - \$15,000</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Teachers and staff will provide tutoring opportunities after school and Saturdays for Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement in ENG 1 & 2 EOC and on TELPAS.</p> <p>Staff Responsible for Monitoring: EB Coordinator IC's Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Reinforce skills and knowledge prior to taking the EOC. Improve EOC scores in all groups.</p> <p>Staff Responsible for Monitoring: IC's Teachers Admin</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Instructional technology including NuLine video screens, Chromebooks, calculators, etc. will be purchased to help differentiate instruction.</p> <p>Strategy's Expected Result/Impact: Allow students access to information, allow teachers to present information via technology.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: NuLine Monitors, Chromebooks, Calculators - State Comp - \$12,000</p>	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

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: Spring and Summer EOC scores

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 80% of students should show success in learning. The other 20% will be provided remediation or reteach.</p> <p>Staff Responsible for Monitoring: IC's Teachers Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased achievement on Algebra 1 EOC.</p> <p>Staff Responsible for Monitoring: Teachers IC's Counselors Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Mar	June
			812
Strategy 3 Details	Reviews		
<p>Strategy 3: Prize patrol, SLHM, and other interventions will all be implemented to address at risk student's needs.</p> <p>Strategy's Expected Result/Impact: Increased performance on Algebra 1 EOC</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Math carnival held in the spring during class periods to provide students a fun, educational Algebra review.</p> <p>Strategy's Expected Result/Impact: Increased performance on Algebra EOC</p> <p>Staff Responsible for Monitoring: Teachers IC's Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Teachers and staff will provide tutoring opportunities after school and Saturdays for EB students</p> <p>Strategy's Expected Result/Impact: Increased performance on Algebra 1 EOC</p> <p>Staff Responsible for Monitoring: EB Coordinator IC's Teachers Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: IC's Admin Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Mar	June
			813

Strategy 7 Details	Reviews		
<p>Strategy 7: Instructional technology including NuLine video screens, Chromebooks, calculators, etc. will be purchased to help differentiate instruction.</p> <p>Strategy's Expected Result/Impact: Allow students access to information, allow teachers to present information via technology.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: NuLine Monitors, Chromebooks, Calculators - State Comp - \$12,000</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: 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		
<p>Strategy 1: Teachers will develop, teach, and review classroom expectations, procedures, using training received through Safe and Civil Schools.</p> <p>Strategy's Expected Result/Impact: Improved classroom management, increase positive behavior and decrease undesired behaviors</p> <p>Staff Responsible for Monitoring: Teachers IC's Admin</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve hallway behavior and behavior in common areas while decreasing incidents in the same areas.</p> <p>Staff Responsible for Monitoring: Teachers Monitors Admin</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: ID and Dress Code check stations will be put in place in 3100 hallway entrance, Main entrance to silver cafeteria, and at the bus area where ID and dress code issues will be checked and corrected as students enter the building</p> <p>Strategy's Expected Result/Impact: Improve compliance with ID and dress code expectations.</p> <p>Staff Responsible for Monitoring: Admin Teachers Monitors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: ID supplies - Local Funds - Campus - \$1,000</p>	Formative		Summative
	Nov	Mar	June

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 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 2: BHS will provide PD to improve Tier 1 instruction to improve overall 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		
<p>Strategy 1: Exterior doors will be checked weekly to ensure that all locks are functioning and doors are secured. Strategy's Expected Result/Impact: Improve safety by decreasing chances of someone being able to enter the building through an exterior door Staff Responsible for Monitoring: Admin Custodial</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will lock interior doors to rooms when classes are in session Strategy's Expected Result/Impact: Improve interior safety and decreased direct access to classrooms.</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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. 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.</p>	Formative		Summative
	Nov	Mar	June
			817
Strategy 4 Details	Reviews		
<p>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. Strategy's Expected Result/Impact: Improve safety response to various emergency situations. Staff Responsible for Monitoring: Admin</p>	Formative		Summative
	Nov	Mar	June





Strategy 5 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
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.	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
Strategy 7: Instructional supplies and computers will be provided for all classrooms to assist in delivering Tier 1 instruction Strategy's Expected Result/Impact: Provide students with needed instructional supplies and technology to enhance their learning and improve instruction Staff Responsible for Monitoring: Admin Teachers Librarians Funding Sources: Computers and other Instructional technology - State Comp - \$12,000	Formative		Summative
	Nov	Mar	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 3: Improve Attendance from last school year.

High Priority





Evaluation Data Sources: Attendance Reports, TAC.

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers implementing Viking Visits (individual meeting with students) to discuss attendance, discipline, and academics. Strategy's Expected Result/Impact: Improvement in all three areas. Staff Responsible for Monitoring: Teachers Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Contacting home through phone calls and home visits of chronically absent students Strategy's Expected Result/Impact: Get students back in school. Improve attendance. Improve grades. Staff Responsible for Monitoring: Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Mar	June
			819
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Ensure all students are equipped with the necessary tools for postsecondary 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, sign in sheets

Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize AVID strategies</p> <p>Strategy's Expected Result/Impact: Improve student note taking and study skills. Improve student's knowledge about post secondary opportunities.</p> <p>Staff Responsible for Monitoring: Admin Teachers GEAR UP staff</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Will provide educational opportunities outside of the classroom and help increase CCMR numbers.</p> <p>Strategy's Expected Result/Impact: Increase our percentage of students who earn CCMR designations.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Ensure all students are equipped with the necessary tools for postsecondary success.

Performance Objective 2: Provide educational experiences outside of the classroom to prepare kids for post secondary success.

Evaluation Data Sources: Lesson plans, rosters, other activities and artifacts from the teacher and/or sponsor.

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will take students on educational field trips to further their learning outside of the classroom by giving them hands on experiences.</p> <p>Strategy's Expected Result/Impact: Reinforce learning in the classroom by giving students hands on, real world experiences.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	ID supplies		\$1,000.00
Sub-Total					\$1,000.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	IC's		\$355,325.00
1	1	1	Instructional Subscriptions and Instructional supplies		\$93,000.00
1	1	2	Edgenuity Lab, student computers		\$10,000.00
1	1	3	Professional tutors, Instructional Materials and computers		\$15,000.00
1	1	6	NuLine Monitors, Chromebooks, Calculators		\$12,000.00
1	2	7	NuLine Monitors, Chromebooks, Calculators		\$12,000.00
2	2	7	Computers and other Instructional technology		\$12,000.00
Sub-Total					\$509,325.00

Bryan Independent School District
Mary Catherine Harris School
2024-2025 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 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?

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.

Demographics Strengths

Smaller numbers than traditional campuses.

Student Learning

Student Learning Summary

Projected Score for 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.

No accountability ratings for 2020 and 2021.

CCMR has increased to a scaled score of 88 based on district data.

2019 Campus Accountability

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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

2017: Met Standard

2016: Met Standard

2015: Met Standard

2014: Met Standard

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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 increase the CCMR score for MC Harris. **Root Cause:** MC Harris has limited opportunities for students to gain CCMR once enrolled.

School Processes & Programs

School Processes & Programs Summary

Administrative - all admin team members are cross-trained on what each person is responsible 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 currently 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.

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.

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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)
- 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

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

834

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

- 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

Revised/Approved: August 9, 2024





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 24-25 school year.

Evaluation Data Sources: STAAR raw score will increase from 22 (23-24 school year) to a 25 in the 24-25 school year.

Strategy 1 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Funding Sources: Tutors - ESSER - \$28,752</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Data review will show how that more students are making progress in their course work.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Monitor instructional practices related to the district-wide curriculum and Edgenuity through walkthroughs, PLCs, and observations.</p> <p>Strategy's Expected Result/Impact: Increase in number of students completing courses, gaining/repairing credit.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June





Strategy 8 Details	Reviews		
<p>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 documents.</p> <p>Strategy's Expected Result/Impact: Student individual plans and identified needs will be met.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to develop re-teach and intervention lessons based on what each student needs.</p> <p>Staff Responsible for Monitoring: Principal APs</p>	Formative		Summative
	Nov	Mar	June
 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 28 (23-24 school year) to 32 during the 24-25 school year.

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: All staff will know how CCMR is earned and what we can do to help students earn CCMR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in TSIA participation and scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Offer variety of test opportunities (TSIA, ASVAB, PSAT, SAT) to all students.</p> <p>Strategy's Expected Result/Impact: All students will have several opportunities to take variety of tests. Increase in scores.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
			839
Strategy 4 Details	Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Students will complete the College Prep math course, receive credit, and increase score on TSIA.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Counselors</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Increase in TSIA scores. Staff Responsible for Monitoring: Assistant Principals and Counselors</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Develop and implement courses where students have the opportunity to test for certifications.</p> <p>Strategy's Expected Result/Impact: Students will earn certificates and gain CCMR credit. Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Purchase materials needed to implement courses where students have the opportunity to test for certifications.</p> <p>Strategy's Expected Result/Impact: Materials will support student learning and mastery of certification tests. Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Students will receive employability skills. Staff Responsible for Monitoring: Principal and SpEd teacher</p>	Formative		Summative
	Nov	Mar	June
Strategy 9 Details	Reviews		840
<p>Strategy 9: 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).</p> <p>Strategy's Expected Result/Impact: Increase in identification of SpEd students that are CCMR. Staff Responsible for Monitoring: Principal and SpEd teacher</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			


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 70% attendance rate and DAEP will have a 80% attendance rate for the 24-25 school year by focusing on earlier interventions.

Evaluation Data Sources: Interventions provided to increase daily attendance. Attendance reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Use 1st period attendance to make phone calls home by front office staff.</p> <p>Strategy's Expected Result/Impact: Attendance will increase because we will be able to get some students into school before the official attendance time.</p> <p>Staff Responsible for Monitoring: Attendance Clerks Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide recognition of staff and students for attendance - to be determined by PBIS committee.</p> <p>Strategy's Expected Result/Impact: Increase in attendance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Increase in attendance. Truancy filed as needed.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Attendance Clerks</p>	Formative		Summative
	Nov	Mar	June
			841
Strategy 4 Details	Reviews		
<p>Strategy 4: Attendance data for the campuses and for students will be reviewed during PBIS meetings. Interventions and recognitions will be developed for students through PBIS.</p> <p>Strategy's Expected Result/Impact: Increase in attendance. Plans developed for students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June

 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 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Documentation of plan and support provided. Students' needs are met.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Social Worker</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Classroom and schoolwide implementation of positive behavior and intervention supports to include, but not limited to: Essential 8, CHAMPS, Safe and Civil Schools to 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.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals and time out of class.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Projects completed.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Social Worker</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
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 Principals Counselors	Formative		Summative
	Nov	Mar	June
			844
 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 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		
<p>Strategy 1: Utilize Transition Specialists to implement plan to transition students from alternative school placements back to their home campus so that recidivism is reduced.</p> <p>Strategy's Expected Result/Impact: Number of repeat students to DAEP will decrease.</p> <p>Staff Responsible for Monitoring: DAEP APs Principal Counselor</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will not return to JJC and will receive supports needed on home campus.</p> <p>Staff Responsible for Monitoring: Principal Transition Specialist</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Reports will be addressed quickly and students will get the support/answers needed.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: School will reflect what is happening with our staff and students and will contribute to a positive climate.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in social skills and character development.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p>	Formative		Summative
	Nov	Mar	June
			846
Strategy 4 Details	Reviews		
<p>Strategy 4: Teach and conduct drills - fire drills - monthly; lockdown - twice a year; bad weather drill - once a year.</p> <p>Strategy's Expected Result/Impact: Documented drills and forms completed.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
<p>Strategy 5: Conduct safety meetings in conjunction 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.</p> <p>Strategy's Expected Result/Impact: Safety meeting forms will be submitted. Concerns will be reported.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
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	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
			848
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: PBIS Committee will continue focus on areas of need as determined through the Foundations 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</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
			849
Strategy 4 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Trends identified in PBIS Committee meetings and plans developed to address trends.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Individual behavior plans and contracts will be developed for specific students when the schoolwide plan does not adequately address their needs.</p> <p>Strategy's Expected Result/Impact: Plans developed and followed.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Social Worker</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Behaviors followed in common areas.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: All staff members will be highly qualified.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Recruit and retain teachers that are highly qualified for every subject and grade level that they teach.</p> <p>Strategy's Expected Result/Impact: All staff members will be highly qualified.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Work towards having a faculty which is representative of our student body demographics.</p> <p>Strategy's Expected Result/Impact: Interviews, notes, rubrics</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
			851
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: PD plans will be developed and conducted. Agendas and minutes to show completion. Evidenced through walkthroughs.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide teachers with the information for training and testing opportunities to complete ESL certification.</p> <p>Strategy's Expected Result/Impact: All teachers will be ESL certified.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Utilize district walkthrough system to provide individual, specific feedback to teachers. During leadership team mmeetings, 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.</p> <p>Strategy's Expected Result/Impact: Feedback given and support given as needed.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
			852
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in teacher confidence and performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
 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		
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	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
			854
 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 4 events in the fall and 4 events in the spring.

Evaluation Data Sources: Documentation of events - flyers, pictures, sign-in pages

Strategy 1 Details	Reviews		
<p>Strategy 1: Host at least 4 events in the fall and 4 events in the spring - to include - Open House, College and Career Fairs, visits to trade schools and colleges.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Go Center Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Parents will be kept informed of their child's progress.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Events held and shared on social media.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
			855
Strategy 4 Details	Reviews		
<p>Strategy 4: Administrators provide consistent communication with parents through newsletters, emails, and social media.</p> <p>Strategy's Expected Result/Impact: Parents will be kept informed about what is happening at school.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
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	Formative		Summative
	Nov	Mar	June
 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		
<p>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. Strategy's Expected Result/Impact: Webpage will be current. Staff Responsible for Monitoring: Principal Secretary</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Post good news, celebrations, informational items on Facebook, Twitter, and campus website. Strategy's Expected Result/Impact: Items shared on social media and website. Staff Responsible for Monitoring: Principal Assistant Principals Secretary</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide district and local media with information and newsworthy items about our campuses. Identify events to share with Communications Department. Strategy's Expected Result/Impact: Items shared and published. Staff Responsible for Monitoring: Principal Secretary</p>	Formative		Summative
	Nov	Mar	June
			857
Strategy 4 Details	Reviews		
<p>Strategy 4: 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</p>	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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 78 (23-24 school year) to a 80.





Evaluation Data Sources: Courses offered, CCMR data page

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: All students will have opportunities to show that they have CCMR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide instruction and materials through courses that will enable students to test for certification(s).</p> <p>Strategy's Expected Result/Impact: Students will earn certifications that qualify them for CCMR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: CCMR percentage will increase to at least 50% of our students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p>	Formative		Summative
	Nov	Mar	June
			859
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Staff will become aware of how we are doing with student progress in Edge.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Interventions and supports will be identified as needed based on data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		Summative
	Nov	Mar	June
			860
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 3: Increase the graduation rate to 95% for 6-year completion data. Projected scores - 6 yr graduation rate for 23-24 - 94.

Evaluation Data Sources: Students reaching course and test complete. Graduation rate documentation.

Strategy 1 Details	Reviews		
<p>Strategy 1: Ensure that all MC Harris staff members are aware of what students need that are on the "push list" to graduate.</p> <p>Strategy's Expected Result/Impact: Staff will be able to support and encourage students that are almost eligible for graduation.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in number of students graduating.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Social Worker</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutors		\$28,752.00
Sub-Total					\$28,752.00

Bryan Independent School District
Rudder High School
2024-2025 Campus Improvement Plan

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

Rudder High School completed the comprehensive needs assessment during the spring of 2024. 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:

- 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 2024-25 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, and ensure a safe learning environment on campus.

Demographics

Demographics Summary

Rudder High School is 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.

For the 2023-2024 school year, we have 1798 students in grades 9, 10, 11, 12. Of our 1798 students, 342 (19.02%) are African American, 262 are White (14.57%), 1156 (64.29%) are Hispanic, and 38 (2.11%) are Multi-Racial. These percentages have remained stable for African American, increased for Hispanic and Multi-Racial, and decreased for White over the past three years.

Looking at other information, we see that we have 78.98% that are economically disadvantaged and 30.92% that are limited emergent bilingual students. Along with 4.73% and 16.24% in our Gifted and Talented and Special Education programs respectively. These percentages have remained stable for Special Education and decreased in our Gifted and Talented over the past three years.

Rudder High School's Student Demographics from the 2019-20 school year through 2022-23 school year based on TAPR for 19-20 through 22-23. 23-24 is from 5Lab.

Student Demographics					
Subgroups	23-24	22-23	21-22	20 - 21	19-20
Total Number of Students	1798	1769	1723	1683	1604
Female Student Total		876 / 49.5%	856	823 / 48.9%	767 / 47.8%
Male Student Total		893 / 50.5%	867	860 / 51.1%	837 / 52.2%
African American	19.02%	19.10%	19.60%	19.70%	21.71%
Hispanic	64.29%	64.20%	61.30%	59.00%	56.77% 867
White	14.57%	14.50%	16.70%	19.00%	19.41%
Multi-Racial	2.11%	1.60%	1.90%	1.50%	1.40%
Economically Disadvantaged	78.98%	76.30%	78.60%	74.50%	76.37%
LEP	30.92%	29.30%	26.30%	23.00%	19.86%
SPED	16.24%	16.20%	16.00%	17%	13.98%
At-Rsk		85.00%	85.60%	82.80%	81.48%
GT	4.73%	7.50%	8.60%	10.6%	*

Rudder High School's Attendance Rate from the 2019-20 school year through 2021-22 school year. 2022-23 not available at this time. All based on TAPR.

Attendance Rate					
	22-23	21-22	20 - 21	19-20	18-19
State		92.20%	95%	98.30%	95.40%
District		91.60%	93.10%	98.40%	95.20%
Campus		88.50%	91.80%	98.10%	94.20%

Rudder High School's Graduation Rate from the 2019-20 school year through 2021-22 school year. 2022-23 not available at this time. All based on TAPR.

Graduation Rate					
	22-23	21-22	20 - 21	19-20	18-19
State		89.70%	90%	90.30%	90%
District		90.30%	91%	89.70%	87.10%
Campus		96.80%	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.

Student Learning

Student Learning Summary

Spring 2023 STAAR EOC Results.

Charts 1 and 2 show Rudder HS over a period of time 2018-19 through 2022-23.

Chart 3 look at All Grades All Subjects comparing State, District, Rudder, and Demographics for the Spring 2023 STAAR EOC Results.

Charts 4 - 8 look at each subject individually comparing State, District, Rudder, and Demographics for the Spring 2023 STAAR EOC Results.

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	22-23	21-22	20 - 21	19-20	18-19
English I	63%	52%	48%	*	51%
English II	66%	60%	51%	*	52%
Algebra I	53%	51%	38%	*	56%
Biology	81%	74%	62%	*	73%
US History	92%	89%	78%	*	93%

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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	22-23	21-22	20 - 21	19-20	18-19
Campus	70%	64%	55%	*	62%
African American	62%	60%	43%	*	52%
Hispanic	69%	62%	54%	*	63%

EOC STAAR Performance - At Approaches Grade Level or Above					
White	83%	83%	74%	*	75%
Two or More Races	76%	64%	*	*	63%
Special Ed (Current)	50%	44%	33%	*	32%
Econ Disadv	67%	62%	51%	*	58%
EB/EL (Current & Monitored)	66%	55%	50%	*	57%

Chart 3

Spring 2023 STAAR All Grades All Subjects Results			
	Approaches	Meets	Maters
State	76%	49%	20%
District	69%	39%	14%
Rudder High School	70%	33%	7%
African American	62%	27%	3%
Hispanic	69%	30%	6%
White	83%	59%	18%
Two or More Races	76%	46%	4%
Special Ed (Current)	50%	24%	5%
Econ Disadv	67%	29%	5%
EB/EL (Current & Monitored)	66%	26%	4%

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Chart 4

Spring 2023 STAAR EOC English I Results			
	Approaches	Meets	Maters
State	72%	52%	13%
District	66%	43%	9%

Spring 2023 STAAR EOC English I Results			
Rudder High School	63%	36%	3%
African American	53%	30%	2%
Hispanic	63%	32%	2%
White	78%	63%	15%
Two or More Races	69%	46%	0%
Special Ed (Current)	28%	23%	1%
Econ Disadv	60%	31%	2%
EB/EL (Current & Monitored)	60%	31%	1%

Chart 5

Spring 2023 STAAR EOC English II Results			
	Approaches	Meets	Masters
State	74%	54%	9%
District	70%	46%	6%
Rudder High School	66%	38%	3%
African American	58%	33%	2%
Hispanic	65%	34%	3%
White	84%	71%	5%
Two or More Races	70%	40%	0%
Special Ed (Current)	42%	19%	7%
Econ Disadv	61%	33%	2%
EB/EL (Current & Monitored)	62%	29%	2%

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Chart 6

Spring 2023 STAAR EOC Algebra I Results			
	Approaches	Meets	Masters

Spring 2023 STAAR EOC Algebra I Results			
State	79%	43%	23%
District	70%	27%	11%
Rudder High School	53%	8%	1%
African American	51%	8%	1%
Hispanic	52%	7%	1%
White	61%	13%	4%
Two or More Races	56%	22%	0%
Special Ed (Current)	45%	16%	0%
Econ Disadv	52%	7%	1%
EB/EL (Current & Monitored)	54%	6%	1%

Chart 7

Spring 2023 STAAR EOC Biology Results			
	Approaches	Meets	Masters
State	88%	56%	21%
District	85%	44%	13%
Rudder High School	81%	29%	8%
African American	77%	28%	3%
Hispanic	80%	23%	6%
White	91%	59%	29%
Two or More Races	100%	50%	0%
Special Ed (Current)	68%	25%	4%
Econ Disadv	79%	23%	6%
EB/EL (Current & Monitored)	75%	17%	5%

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Chart 8

Spring 2023 STAAR EOC U.S. History Results			
	Approaches	Meets	Maters
State	94%	70%	38%
District	92%	62%	32%
Rudder High School	92%	57%	25%
African American	89%	48%	13%
Hispanic	93%	56%	24%
White	93%	71%	36%
Two or More Races	100%	83%	33%
Special Ed (Current)	75%	41%	13%
Econ Disadv	91%	54%	22%
EB/EL (Current & Monitored)	92%	50%	15%

Student Learning Strengths

Distinction earn in the area of Social Studies.

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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 support 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 meet 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.

The Class of 2022 4-year graduation rate was 96.8%, up/down from the Class of 2021 rate of 96.0%.

Staff are evaluated annually according to district policy. Support is provided to staff based on need with the use of mentors, PLCs, peer walkthroughs, and optional PD opportunities available throughout the school year,

Professional development is planned based on district incentives, observation results, student academic performance, and teacher needs. This year, Rudder High School participated in the following professional development opportunities: MTSS, Branching Minds, Ellevation, CHAMPs, PBIS Foundations, Instructional AVID Strategies, and content specific opportunities.

For the current school year, participation in various programs can be seen in the table below:

Program	2023-2024 Participation Rates
SPED	15.53%
ESL	24.81%
EB	32.13%
Eco Dis	79.27%
GT	4.84%

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Program	2023-2024 Participation Rates
Dyslexia	6.08%
Section 504	10.28%

School Processes & Programs Strengths

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
- AVID

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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.

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Perceptions

Perceptions Summary

Student Engagement

In general, the number of discipline incidents has increased as compared to prior years. The top three offenses at Rudder High School were: Skipping while remaining on campus, failure to follow classroom/campus rules, and failure to follow directive.

Results from the student survey indicate that 87% of students say adults working on campus treat me respectfully which has increased over the two previous years increasing from 43%. Students say that 78% of teachers are available to talk when they need them, which is a decrease from the prior year rate of 82%.

Staff Engagement

The teacher turnover data as reported on the most recent TAPR was 71.53%, which is down from the prior year rate of 79.29%.

Results from the staff survey indicate that the school has a positive culture at 67% which is up from the prior year rate of 56.7%. 92% say they enjoy coming to work which is an increase from prior year rate of 86.6%. The survey shows that 72% say their administrator regularly seeks staff input when making decisions that impact their work which is up from the prior year rate of 55.6%

Family/Parent Engagement

Results from the parent survey indicate that 85% feel welcomed at their child's school which is a decrease from prior year rate of 94%. The survey shows that 88% of parents feel their child's school is safe which is up from the prior year rate of 77%. Parents said that the school sees them as a partner with their child's education with a rate of 94%. This is an increase from the prior year rate of 84%

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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

- 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

- 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 2025.

High Priority

Evaluation Data Sources: EOC STAAR testing achievement data

Strategy 1 Details	Reviews		
<p>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.</p> <p>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.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: IC's - 5 FTE's - State Comp - \$355,325</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will identify instructional support needed for EB 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.</p> <p>Strategy's Expected Result/Impact: Individual Intervention plans for EB students will be developed through PLCs.</p> <p>7 Step strategies will be presented at monthly faculty meetings and artifacts will be collected to monitor the effectiveness of the strategy.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will script questions at the appropriate level of rigor based on the level of the TEK.</p> <p>Teachers will call on students by name and provide wait time on order to increase engagement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will script questions at the appropriate level of rigor based on the TEK.</p> <p>Teachers will collect Mastery Check data.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Journaling/ Interactive Notebooks will be used in all core subjects with specific expectations for implementation.</p> <p>Strategy's Expected Result/Impact: Encourages the learning environment where students are creative, independent thinkers and writers.</p> <p>Students are allowed to express their own ideas and process information presented in class.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - State Comp</p>	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
<p>Strategy 6: Consistent observational feedback of lesson implementation plans/ lesson plans will be provided to teachers for the development of successful instructional practices.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Department Heads</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Lexile development of each student will be addressed in each content core area and developed alongside content.</p> <p>Strategy's Expected Result/Impact: Students will utilize HMH online, Springboard online, Quill, and Read 180.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
 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 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 2025.

Evaluation Data Sources: EOC STAAR testing achievement data

Strategy 1 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Teachers will analyze data on Rudder Student Growth charts.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide support for struggling readers with Read 180 and Systems 44</p> <p>Strategy's Expected Result/Impact: Improvement in Lexile scores and reading grade level.</p> <p>Staff Responsible for Monitoring: Administration READ 180/ Systems 44 Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
			883

Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will implement research based instructional strategies such as TEACH, ACE, SIOP, Literacy for Life and 7 steps.</p> <p>Strategy's Expected Result/Impact: Research based strategies will improve differentiation leading to increased student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will analyze data of their incoming students and develop a plan for differentiation and engagement.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Scholastic Magazines will also be used to improve Lexile scores, reading non-fiction and reading for deeper meaning</p> <p>Strategy's Expected Result/Impact: Utilize multiple resources to improve student performance.</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Resources - State Comp</p>	Formative		Summative
	Nov	Mar	June
			884

Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Utilize multiple interventions to improve student performance.</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: A campus-wide vocabulary strategy will be used to build academic vocabulary in all students</p> <p>Strategy's Expected Result/Impact: Utilize multiple interventions to improve student performance.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Utilize multiple interventions to improve student performance.</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutors (prof and paras), intervention materials - State Comp - \$14,661</p>	Formative		Summative
	Nov	Mar	June
			885
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 achievement 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 2025.

Strategy 1 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Required staff development hours accumulation</p> <p>Staff Responsible for Monitoring: Administration Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Funding Sources: Employee travel/registration, staff development materials, and contracted services - State Comp</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide opportunities for currently certified teachers to earn additional teaching credentials, especially in critical needs areas.</p> <p>Strategy's Expected Result/Impact: Content experts gaining additional certification for special education to co-teach and ESL for teachers working with EB students</p> <p>Staff Responsible for Monitoring: TTESS Appraisers Special Education Department Chair LPAC Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
			887

Strategy 3 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: TAPR Report Reflecting Higher Number of Minority Teachers (Reflecting Campus Demographics)</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Create a teacher-centered culture in order to sustain a high quality Rudder faculty.</p> <p>Strategy's Expected Result/Impact: Improve campus culture and retain high quality teachers.</p> <p>CNA- Survey showed teachers wanted to increase activities that improved campus culture.</p> <p>Social committee and Administration purposely planned days to celebrate teachers.</p> <p>Staff Responsible for Monitoring: Administration PBIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			888

Goal 2: Recruit and retain a highly effective staff by providing ongoing professional development to support student achievement 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 2025.

Evaluation Data Sources: Sign-In sheets. Eduphoria workshop reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Staff will implement strategies of Capturing Kids Hearts such as Good Things, Meet and Greet, Launches, Affirmations, and the 4 questions.</p> <p>Strategy's Expected Result/Impact: Confirmed Attendance Classroom Observations</p> <p>Staff Responsible for Monitoring: Administration PBIS Team Department Heads</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Teachers will complete Professional Development in September to address sexual harassment, bullying prevention policies and procedures, and CPS procedures.</p> <p>Strategy's Expected Result/Impact: Awareness of district policy and federal law.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
			889

Strategy 3 Details	Reviews		
<p>Strategy 3: Strategies from the 7 Steps to a Language-Rich Interactive Classroom will be used for increasing engagement in all classrooms</p> <p>Strategy's Expected Result/Impact: Administration Instructional Coaches- At each monthly faculty meeting the ICs will present a lesson on 7 Steps.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Support for SPED students</p> <p>Staff Responsible for Monitoring: Administration Special Education Department Co-Teach logs</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			890

Strategy 6 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improvement in student data in 7th grade writing.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Provide professional development for all professional staff in the area of working with students of poverty.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals per student and decrease out of class disruptions.</p> <p>Staff Responsible for Monitoring: Administration PBIS Team Department Heads</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: implement strategies to deliver instruction on the appropriate level for a GT student</p> <p>Staff Responsible for Monitoring: Associate Principal Department Heads</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
			891

Strategy 9 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased number of students achieving Mastery on the STAAR testing</p> <p>Staff Responsible for Monitoring: Associate Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 10 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction and Mastery Checks</p> <p>Monitor discipline data</p> <p>Staff Responsible for Monitoring: Associate Principal Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 11 Details	Reviews		
<p>Strategy 11: Meet weekly with Department Heads and monthly with the ILT to create, plan, implement and evaluate departmental and school-wide instructional initiatives.</p> <p>Strategy's Expected Result/Impact: Improve staff buy-in and improve morale, and grow leaders from within the school.</p> <p>Staff Responsible for Monitoring: Administration Department Heads Instructional Coaches</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			892
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: Recruit and retain a highly effective staff by providing ongoing professional development to support student achievement 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 2025.

Evaluation Data Sources: Teacher turnover rates

Strategy 1 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Promote teacher growth within the campus.</p> <p>Staff Responsible for Monitoring: Administration PBIS Team Department Head</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Staff Responsible for Monitoring: Administration PBIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			893

Strategy 3 Details	Reviews		
<p>Strategy 3: Communicate to staff the calendar of events and major activities happening at Rudder in a timely manner. Strategy's Expected Result/Impact: Implement effective communication between administration and the staff. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Use good things, affirmations and launches at all meetings including faculty meetings Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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. Staff Responsible for Monitoring: Administration PBIS</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>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 Strategy's Expected Result/Impact: Implement effective communication and accountability between administration and the staff. Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
<p>Strategy 7: Teacher incentives and acknowledgements will be intentional and purposeful throughout the school year</p> <p>Staff Responsible for Monitoring: Administration PBIS Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p>Strategy 8: Rudder will implement and supplement the district mentoring program to support new staff.</p> <p>Strategy's Expected Result/Impact: Retain new teachers at Rudder High School.</p> <p>Staff Responsible for Monitoring: Mentor Coordinators.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction and student success.

Performance Objective 1: Establish and sustain strategies and procedures for all stakeholders to develop a culture of respect, effort and success.

Evaluation Data Sources: Stakeholder surveys.

Strategy 1 Details	Reviews		
<p>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.</p> <p>The PBIS Committee will meet bi-monthly to review discipline data, attendance and level of structure concerns.</p> <p>Strategy's Expected Result/Impact: Classroom Observations Reduction of referrals in common areas</p> <p>Staff Responsible for Monitoring: Administration PBIS</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>Strategy 2: PBIS and CHAMPs will be implemented in all classrooms, increasing student engagement, and decreasing behavior issues.</p> <p>Teachers will be instructed based on the principles of STOIC.</p> <p>Minor Misbehavior forms will be utilized to document classroom managed behaviors</p> <p>Strategy's Expected Result/Impact: Due to increased instructional time and decreased discipline, there will be growth in the Domain 3 Score.</p> <p>Reduced Referral Rate Increased Learning Time Student/ Parent Conferences in Teaming to look at student needs and campus interventions leading to targeted outcomes</p> <p>Staff Responsible for Monitoring: Administration PBIS Team Leadership Team Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Tier II and III strategies documented Improved Tier I instruction Recommendations for further testing</p> <p>Staff Responsible for Monitoring: Administration RtI Committee</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			897





Strategy 4 Details	Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Decrease repeat discipline incidents per student</p> <p>Staff Responsible for Monitoring: Administration RTI Team PBIS</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Provide comprehensive staff training on Standard Response Protocol & Civilian Response to Active Shooter Events.</p> <p>Strategy's Expected Result/Impact: Ensure all staff are . trained to respond to a safety crisis,</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: PBIS Training throughout the school year will increase staff awareness of de-escalation strategies and appropriate measures for discipline.</p> <p>Strategy's Expected Result/Impact: class managed vs office managed behaviors. Decrease out of class consequences.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>Strategy 7: Implement Monthly Fire drills and appropriate lock downs.</p> <p>Strategy's Expected Result/Impact: Increase safety awareness.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
898			
 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 and student success.

Performance Objective 2: Proactively review student and staff needs to ensure that resources are provided for student success.

Evaluation Data Sources: Stakeholder surveys.





Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Rudder will provide basic supplies for At-Risk students,</p> <p>Staff Responsible for Monitoring: Administration Department Heads Office Staff</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease learning gaps</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Curriculum Enrichment Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - State Comp</p>	Formative		Summative
	Nov	Mar	June
			899

Strategy 3 Details	Reviews		
<p>Strategy 3: Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, bullying and online safety.</p> <p>Strategy's Expected Result/Impact: Increased student awareness and reduction of discipline incidents involving these issues.</p> <p>Staff Responsible for Monitoring: Administration Academic Advisors PBiS committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Student Advisory Committee for the district will gather feedback from the students</p> <p>Strategy's Expected Result/Impact: Positive feedback in surveys</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Active Inventory Ensuring 10-12 Computers Per Class Which Are Actively Utilized for Rigorous Student Engagement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Student computers - State Comp</p>	Formative		Summative
	Nov	Mar	June
			900
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction and student success.

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase student involvement</p> <p>Staff Responsible for Monitoring: Administration PBIS Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Increase parent involvement</p> <p>Staff Responsible for Monitoring: Administration Office Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			901
Strategy 3 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Administration CPIC Committee</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: Parent input will be obtained through surveys sent to parents/students each semester for concerns and suggestions.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement</p> <p>Staff Responsible for Monitoring: Administration Department Heads PBIS</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p>Strategy 6: Roll-out of B-Safe , a reporting system for students to report unsafe behavior, at Rudder High School.</p> <p>Strategy's Expected Result/Impact: Give students an avenue to anonymously report potential safety threats and bullying concerns.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Connect parents to the school. Increase academic achievement.</p> <p>Staff Responsible for Monitoring: Administration Counselors</p>	Formative		Summative
	Nov	Mar	June ⁹⁰²
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 student utilization of credit recovery options by May 2025.





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		
<p>Strategy 1: Implement Freshman Grad Team Meetings to monitor freshman students who are unsuccessful academically or with regard to attendance.</p> <p>Strategy's Expected Result/Impact: Decrease</p> <p>Staff Responsible for Monitoring: Administration Academic Advisors EDGE Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Increase the amount of lessons completed by EDGE Recovery</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			903
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Increase the graduation rate and prepare students for secondary success.

Performance Objective 2: Students will increase the amount of lessons completed in Edge Recovery to remain on track to graduate.





Evaluation Data Sources: Students will complete 6 weeks and credit courses to remain on track to graduate.

Strategy 1 Details	Reviews		
<p>Strategy 1: Rudder Admin will work with counselors to to enhance our programs assisting students in need of Six Weeks Recovery and Credit recovery.</p> <p>Strategy's Expected Result/Impact: Increase graduation rate</p> <p>Staff Responsible for Monitoring: Associate Principal, Lead Counselor</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve Graduation rate</p> <p>Staff Responsible for Monitoring: Associate Principal, Lead Counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy</p> <p>Funding Sources: Intervention Coord. - State Comp</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase graduation rate. Monitor interventions in Branching Minds.</p>	Formative		Summative ⁹⁰⁴
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 proactively prevent student dropouts.

Evaluation Data Sources: EDGE, supports, tools, practical writing, math models, tutors, TSIA, attendance data





Strategy 1 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
			905
Strategy 4 Details	Reviews		
<p>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</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">906</div>			

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		
<p>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</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>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</p> <p>TEA Priorities: Connect high school to career and college Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			907

Strategy 3 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Assist students to be college/ career ready when they graduate.</p> <p>Staff Responsible for Monitoring: Go Center</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Educate students and parents on the benefits of the Advanced Placement Program.</p> <p>Strategy's Expected Result/Impact: Increase enrollment in AP classes.</p> <p>Staff Responsible for Monitoring: Academic Advisor Testing Coordinator</p> <p>TEA Priorities: Connect high school to career and college -</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Rudder will employ an Advanced Academic Coordinator to oversee the AP program, facilitate professional development and offer academic support.</p> <p>Strategy's Expected Result/Impact: Increase AP passing percentage. Increase PSAT, SAT and ACT scores.</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			908

Goal 4: Increase the graduation rate and prepare students for secondary success.

Performance Objective 6: End of Year Attendance Rate will be 93% or higher.

Strategy 1 Details	Reviews		
<p>Strategy 1: Administration and Drop Out prevention Specialist will monitor student attendance rates and contact the guardians of students who have chronic attendance issues.</p> <p>Strategy's Expected Result/Impact: Improve attendance rate.</p> <p>Staff Responsible for Monitoring: Administration Drop Out Prevention specialist.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Rudder High School will have student incentives for students who attend school regularly.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate.</p> <p>Staff Responsible for Monitoring: Administration PBIS Drop Out Prevention Specialist.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will submit accurate and timely attendance.</p> <p>Strategy's Expected Result/Impact: Attendance rate will be 95% or higher. Attendance corrections will be minimal.</p> <p>Staff Responsible for Monitoring: Administration Attendance Office.</p> <p>Funding Sources: - Local Funds - Campus</p>	Formative		Summative
	Nov	Mar	June
			909
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Rudder High School

Total SCE Funds: \$112,628.00

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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

911

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	6			\$0.00
3	1	7			\$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			\$0.0012
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	5			\$0.00
3	2	4			\$0.00
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	5	Instructional Resources		\$0.00
1	2	8	Tutors (prof and paras), intervention materials		\$14,661.00
2	1	1	Employee travel/registration, staff development materials, and contracted services		\$0.00
3	2	2			\$0.00 913
3	2	5	Student computers		\$0.00
4	2	2	Intervention Coord.		\$0.00
4	3	1	District SCE funds for 1 FTE		\$0.00
Sub-Total					\$369,986.00

Addendums

914



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
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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.

High School Completion (prior year data)

2019-20	2020 Graduation Rates	Graduation Rate for Students NOT Identified as At-Risk	95%	7%	Graduation Rates 7%
		Graduation Rate for Students Identified as At-Risk	88%		
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%		

$$\text{graduation rate} = \frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}} \times 100$$

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
3. Pursuant to Texas Government Code Sections 551.071 and 551.087, Consultation with Attorney to Discuss Legal Requirements and Financial Terms of JETI Tax Incentive Program

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.