

Brazos Independent School District

Brazos Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Vision

Brazos ISD inspires each student to become a productive citizen who demonstrates leadership, passion, and selfreliability. We foster a culture of respect, community, perseverance, and achievement.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary of Current Needs

- Students are not on grade level in Reading and Math. STAAR tested grades have a low percent at the meets and masters levels.
- Identify the baseline for each student, and target how to close the gap, determine which resources are to be used, how often, and track progress.
- Overall assessment of current programs, their purpose, alignment, and effectiveness.
- Teach to the meets and masters level of standards and scaffold instruction for students below.
- Use of TEKS resource consistently in alignment, specificity, and performance assessment.
- RTI pocedures for identifying students, documenting, selecting lessons, monitoring progress, parent communication, follow up, and next steps.
- Review, decide, and implement a school wide vertical plan for reading, writing, math, and science.
- Special Education referral/tracking process: Procedures, forms, data collection, staffings, recommendations, and decision making.
- Data Disaggregation: timeline, calendar out team, grade level, and individual teacher data disaggregation to identify strengths and areas of improvement.
- Parent Involvement and Communication: more effective ways to include parents in school activities, programs, and make them feel comfortable at the campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

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
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus department and/or faculty meeting discussions and data

Goals

Revised/Approved: September 15, 2020

Goal 1: Student achievements:

Students will demonstrate academic growth for each assessment provided through i-Station monthly assessments that cover essential knowledge and skills for reading and math.

Performance Objective 1: An improvement of 4% points (compared to the 2018-2019 data) in mastery of all students and student groups (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners, and At Risk) a 1% increase masters on the STAAR in Math and Reading.

Targeted or ESF High Priority

Evaluation Data Sources: Monthly I-Station results

Six weeks assessments

STAAR Math and Reading grades 3-5

Summative Evaluation: None


Strategy 1: The teachers will use I-Station for their pre-assessment to determine intervention and enrichment groups. Monthly assessments will assess the students on their areas of strengths and needs. Teachers will use that data to drive their lessons.


<p>Strategy's Expected Result/Impact: Improved Progress Reports Improved Report Cards Improved Test Scores</p> <hr/> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Principal</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <hr/> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 2: Use district adopted math curriculum, Envision, with fidelity, as the basis of math instruction with other materials to supplement the curriculum. (Motivational Math and Mentoring Minds as well as I-Station)
Implement Readers' Workshop and mentor text as well as I-Station to close gaps in reading.

<p>Strategy's Expected Result/Impact: Improved Math Scores Improved Reading Scores</p> <hr/> <p>Staff Responsible for Monitoring: Instructional Coach Principal Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <hr/> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <hr/> <p>Comprehensive Support Strategy</p> <hr/> <p>Additional Targeted Support Strategy</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: Title I</p>	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: At least a 3% point improvement (compared to the 2018-2019 data) of all 4th grade student and student groups will meet standard on the Writing STAAR and at least 1% will score at the masters level.

Targeted or ESF High Priority

Evaluation Data Sources: Writing STAAR Results

Summative Evaluation: None

Strategy 1: Students will be given weekly prompts to write about in every content and in every grade. PK-1 will use verbal responses to learn how the through process takes place and how to stay on topic and summarize.

Strategy's Expected Result/Impact: Improvement in weekly writing samples STAAR writing samples scoring of 2 or better	Formative
	Nov
Staff Responsible for Monitoring: Teachers Instructional Coach Principal	Jan
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
TEA Priorities: Improve low-performing schools	Funding Sources:
ESF Levers: Lever 5: Effective Instruction	None
Summative	
June	

Strategy 2: Implement TEKS Resource System for RLA staff to support the continuation of the curriculum with a focus on vertical alignment.

Strategy's Expected Result/Impact: Lesson Plans Walk Throughs Sign In Sheets	Formative
	Nov
Staff Responsible for Monitoring: Principal RLA team	Jan
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
TEA Priorities: Improve low-performing schools	Funding Sources:
ESF Levers: None	None
Summative	
June	

Strategy 3: Incorporate school wide Art and Writing activities and contests, open ended responses, writing competitions, and essay contests to encourage writing everyday, and opportunities for publishing writing.

Strategy's Expected Result/Impact: Improved Writing Scores Contest Participation Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Improve low-performing schools ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
Problem Statements: None Funding Sources: None	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 2: Staff quality, recruitment, retention:

Last year there was a 33% rate of hire. My goal this year is to retain a minimum of 85% of my instructional staff, with the exception of retirees.

Performance Objective 1: 100% of all instructional leaders will be ESL certified to meet the needs of our greatest subpopulation.

Evaluation Data Sources: Record of certifications

Summative Evaluation: None

Strategy 1: A certification report will be run and teachers without their ESL certifications will be asked to attend training to prepare to take and pass the test.	
Strategy's Expected Result/Impact: All ESL students will benefit from teachers who are versed in best practices and instructional strategies for the ELLs	Formative Nov Jan Mar
Staff Responsible for Monitoring: Principal Uncertified teachers	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Summative June
ESF Levers: Lever 5: Effective Instruction	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: Curriculum and Instruction:

Alignment will improve within content areas, meeting a minimum of three times this year to look at closing gaps. Instruction will assess math and reading skills, once a month, and content specific objectives, every six weeks. Students will improve each assessment.

Performance Objective 1: Vertical alignment will take place allowing for smooth transition from one grade level to the next in behavior expectations, academic vocabulary and practices, and in content.

Strategy 1: Content departments will meet a minimum of three times a year to discuss the lessons, the content, and where students are lacking in order to stay abreast of what skills the students are low in that should have been more deeply learned by the students.	
Strategy's Expected Result/Impact: Students will begin to come into the grade levels on level in all areas of the content from the year before	Formative
Staff Responsible for Monitoring: Instructional coach Teachers Principals	Nov Jan Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Summative
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: None	
Funding Sources: None	

Strategy 2: Based on data from assessments, content that is low but should have been learned from the previous year, will be recorded. Lessons will be outlined to carry over to the next year to ensure that those gaps are intentionally addressed in lesson plans to avoid a gap for the students coming up.

<p>Strategy's Expected Result/Impact: Lessons will show intentional and deep practice on skills that the students, the previous year, were lacking Gaps will close</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Principal</p> <p>Title I Schoolwide Elements: 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 Curriculum, Lever 5: Effective Instruction</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Problem Statements: None

Funding Sources:
None



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Attendance:

All BES students will attend school on a regular basis, resulting with the campus attendance rate of 97%, at the end of the 2020-21 school year.

Performance Objective 1: Maintain student attendance at 97%

Evaluation Data Sources: Attendance data

Summative Evaluation: None

Strategy 1: Continue to monitor attendance procedures to ensure adequate time is allotted for researching excessive absences.	
Strategy's Expected Result/Impact: PEIMS reports	Formative
Staff Responsible for Monitoring: Principal Teachers PEIMS clerk	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Promote attendance through meetings with parents and school wide incentives. (Hat day, PJ day)	
Strategy's Expected Result/Impact: Meeting Logs Records Attendance Reports	Formative
Staff Responsible for Monitoring: Principal Teachers	Nov
Title I Schoolwide Elements: 2.6, 3.2	Jan
Problem Statements: None	Mar
TEA Priorities: Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Inform students and parents of academic and support programs available to students including online grade book and lesson plans page.

Strategy's Expected Result/Impact: Parent Night Handouts Parent Sign Up Log		Formative Nov Jan Mar
Staff Responsible for Monitoring: Principal Teachers		
Title I Schoolwide Elements: 2.4, 2.6, 3.2	Problem Statements: None	Summative June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Students will attend school at least 97% of the time.

Evaluation Data Sources: Attendance records

Summative Evaluation: None

Strategy 1: Attendance reports will be run a minimum of one time a month. Students who have missed two days, will be called by the teacher, three or more days, the teacher of record and the principal will call.

We will develop assistive methods to help improve the attendance of students who miss three or more days.

Strategy's Expected Result/Impact: Saturday school / After School make up hours

Certified letters home

Truancy Filings

Assistance with transportation

Staff Responsible for Monitoring: Teachers

Counselor

Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The teachers will use I-Station for their pre-assessment to determine intervention and enrichment groups. Monthly assessments will assess the students on their areas of strengths and needs. Teachers will use that data to drive their lessons.
1	1	2	Use district adopted math curriculum, Envision, with fidelity, as the basis of math instruction with other materials to supplement the curriculum. (Motivational Math and Mentoring Minds as well as I-Station) Implement Readers' Workshop and mentor text as well as I-Station to close gaps in reading.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Use district adopted math curriculum, Envision, with fidelity, as the basis of math instruction with other materials to supplement the curriculum. (Motivational Math and Mentoring Minds as well as I-Station) Implement Readers' Workshop and mentor text as well as I-Station to close gaps in reading.

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums