

**Brazos Independent School District**  
**Brazos Elementary**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: D**

# 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.

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	14
School Context and Organization	15
Technology	16
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.	21
Goal 2: Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.	29
Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness	32
Goal 4: All BES students will attend school on a regular basis, resulting with the campus attendance rate of 97%, at the end of the 2019-2020 school year.	35
Goal 5: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of Brazos Elementary students.	36
Comprehensive Support Strategies	39
Campus Improvement Committee	40

# 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.

# Demographics

## Demographics Summary

Brazos Elementary School is located in Orchard, Texas which is 16 miles from Rosenberg, TX. Brazos Elementary serves students residing in both Wallis and Orchard. The school currently serves 347 students for the 2019-2020 school year, which is similar to last year, where we served 350 students PK-5th grade. Brazos ISD is a 2A district. One teacher was added in Kindergarten and one teacher was added in 1st Grade for the 2018-19 school year. This year we have 2 full day PreK classes.

The demographics of Brazos Elementary for the 2019-2020 school year: Ethnicity: Hispanic- 55%, AA- 6.5%, White-35.2%, Asian - .3% AND 2 or more-3% ELL- 22.8%%, At Risk- 35.5 %%, Eco disadvantaged-66.6 % %, 504-3%

Brazos Elementary continues to see similar enrollment numbers even with the change to full day PK for the 2019-2020 school year. An additional PK teacher will be added for this school year due to an enrollment of 39 students.

Identification of Special Education students continues to increase.

Brazos Elementary continues to have an increase within our economically disadvantaged population, an increase of 10% in two years.

## Demographics Strengths

Staff Data: Brazos Elementary hired 6 new teachers and a counselor for the 2019-2020 school year, 4 new teachers and 2 new paraprofessional in 2018-19. Returning administrator. Brazos Elementary hired one bilingual teacher and two bilingual paraprofessionals in 2018-2019, and one bilingual teacher in 2019-2020. Currently there are 15 teachers that are ESL certified teachers.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Training needs to continue for staff and families on the changing demographics of the campus. **Root Cause:** Root Cause: With such a fast increase in eco disadvantaged and at-risk students, needs of the campus and teaching styles need to be adjusted.

**Problem Statement 2:** Low percentage of Meets and Masters in all subjects with Eco Disadvantage and all Ethnic groups. **Root Cause:** Root Cause: Growing number of students in these diverse areas. The staff continues to struggle to improve Tier 1 instruction.

# Student Achievement

## Student Achievement Summary

Brazos Elementary Elementary has earned "D" Rating for the 2018-2019 school year. The three domains are: Student Achievement, 69. Student Growth, 69, and Closing the Gaps, 67.

Student achievement needs at Brazos Elementary are as follows:

1. Teachers need to understand how to better meet the needs of the differing subpopulations (ELL, SpEd, At-Risk).
2. Writing continues to be a struggle Students have been writing on topics assigned and across all content areas with a focus on using academic vocabulary within the different subjects. Students will be submitting writing samples that will be scored using a rubric to showcase writing growth and determine students who are in need of additional intervention time.
3. Differentiated instruction for G/T students, SPED, and all students will be a priority for teachers in their classrooms. GT class was added for the 2019-2020 school year.
4. Reading achievement across grade levels still continues to be low.
5. Use of Academic Vocabulary and Higher level thinking questioning needs improvement.

## Student Achievement Strengths

Student attendance of 96.6%.

Students have access to IStation Reading and Math to practice areas at home and at school.

Morning tutorials and homework help is offered to all students.

The schedule is structured with rotations for intervention time built in the schedule.

3rd-5th grade has their schedule structured for additional enrichment & RtI time in their instructional day with smaller groups of students.

4th Grade has an added time in their schedule for planning writing and an intervention groups specific to writing.

Class begins at 7:55am, students perform announcements over the TV system and students are already in their classrooms.

RtI is being tracked and monitored more closely by teachers and the administrator.

Students are getting tested for dyslexia and serviced should they meet TEA requirements at a younger age.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Low percentage of Meets and Masters in all subjects with Eco Disadvantage and all Ethnic groups. **Root Cause:** Root Cause: Growing number of students in these diverse areas requires improvement in Tier 1 instruction.

**Problem Statement 2:** The gap needs to close between reading and math with all students. **Root Cause:** Need to improve strategies with Tier 1 instruction, adopting the best practices in every classroom.

# School Culture and Climate

## School Culture and Climate Summary

The Brazos ISD vision is to “inspire each student to become a productive citizen who demonstrates leadership, passion, and self-reliability. We foster a culture of respect, community, perseverance, and commitment. Brazos Elementary demonstrates this by providing a safe environment in which students can learn.

Brazos Elementary continues to work with all students with a focus on building teacher-students relationships. This year the campus has selected a "teamwork" theme to show how every individual is important, valued, and respected. Another focus is kindness in all areas; recognizing the positive, kind, considerate things students, teachers, parents, and community does for the campus.

The campus as a whole would like to add an additional playground or equipment to rear of building which all students at BES would have access to, but would allow for our upper grade students to have a place for recess. Currently there is a basketball court in the rear of the building and the students play sports with balls.

BES participates in a program called Junior Achievement with Wallis Bank. Each class in each grade level, K-5, receives instruction and participates in the activities.

BES has a Meet the Teacher Night, Grade level Curriculum/Parent Information Nights, Report Card Parent Conferences, ESL Parent Night, Grandparents' Breakfast, Thanksgiving Lunches, campus parties, Field Days, and grade level field trips. The campus has also decided to hold two Family Nights this year. In addition, each grade level performs a music program and holds a parent involvement event. Attendance at the events has increased in small increments.

## School Culture and Climate Strengths

BES teachers have attended Capturing Kids Hearts. This is a training that focuses on teacher-student relationships. Each classroom works to build a social contract, agrees to it, and holds each other accountable. Parent Volunteer Committee has been established to welcome parents and community members to assist where needed.

Our campus counselor has purchased a curriculum: Core Essentials which has a monthly focus and guidance lessons will be provided to all students PK-5th grade.

Brazos Elementary continues to receive assistance from a community church, who provides healthy snacks to our PK, K, and 1st grade students. Also, several churches, businesses, and organizations continue to donate different amounts of school supplies.

BES Staff has attended professional development in safety: Run, Hide, Fight, Stop the Bleed, and Active Shooter Drills. The campus safety committee



meets monthly to discuss drills, learn the different systems, and give input and feedback on our processes.

BES was awarded a \$2500 donation to be designated in the needed areas.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Brazos Elementary is a small campus that consists of 2 PK positions, 2 Kinder, 3 First Grade, 3 Second Grade, 3 Third Grade, 3 Fourth Grade, and 3 Fifth grade teachers ad 2 Special Education teachers. We have 6 paraprofessionals that assist with all students and special education students. At this time, we do not have a full time nurse or librarian. We have one secretary, one PEIMs/Registrar, one counselor, and one administrator. In the past, it has been difficult for the district with hiring due to the neighboring school districts higher salaries and stipends. Many of the staff live in the area or have a small commute. As staff retires, newer teachers are hired to fill their positions. Retention of staff is a top priority since several teachers have left after a year or two in prior years.

In the 2018-2019 school year, a teacher was selected to mentor the new teachers. This made it difficult for one staff member to be the mentor of new staff. Time was not allocated for this to happen and be successful. The mentor teacher had to make time or find time to meet or work with the teachers.

For the 2019-2020 school year, a mentoring plan has been put in place so that each new teacher would be assigned a mentor and meet a minimum of one time per six weeks and meet with the special programs coordinator one time per six weeks. Agendas will be created for what the mentee is needing to be successful as well as overall district and campus items.

## Staff Quality, Recruitment, and Retention Strengths

All of our staff meets the Highly Qualified standards set by the NCLB. For hiring, we connect with teacher organization, local colleges, and the region center to help recruit highly qualified applicants. We use interview questions to target the needs for our open positions.

We continue to provide local staff development for teachers. Certified trainers are brought in to assist with curriculum areas: NEW RLA TEKS, TEKS Resources, ESL Strategies, Vocabulary, and Writing. Our Math teachers, grades 2-5 attend professional development once per six weeks to learn strategies, scope and sequence, and new ideas with their Sharon Wells Curriculum. Teachers are also allowed to attend trainings through our region center in Huntsville. We have a free math/science collaborative, Gifted/Talented Collaborative, and ESL services throught Title 3 as well as a Technology collaborative.

This allows teachers to continually learn, collaborate, and improve their instructional practices in the classroom to better meet the needs of our students. This allows for vertical alignment through content, writing in all content areas, and discussion of student progress.

Teachers who are not currently ESL certified are given opportunities to attend ESL training sessions that help prepare them for their ESL exam.

Team Leads give input on topics, events, and share with their team and assigned team members to ensure communication is effective. They hold meetings, gather input and feedback, and share back with the group.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Brazos Elementary has access to the TEKS Resource System which provides a scope and sequence for the each grade level and content area K-5. This system assists our teachers in providing a guaranteed and viable scope and sequence for every content area. Although the TEKS resource system has each content area, BES finds it difficult to use as our scope and sequence for Science and Social Studies because we use Stemscopes and Social Studies Weekly. Teachers indicate the use of the system in lesson plans, classroom lessons, and assessments. Also, the curriculum used for Pre K is Frog Street.

Six Weeks tests are given in grades K-5 and students receive reports cards every six weeks to show their progress. Assessments are created in DMAC, a system that has test bank questions, and where the results are stored for teachers to disaggregate the data. Other assessments that have been used to track progress is CLI for Pre K, TPRI for Kinder, 1st, and 2nd, DRA for K-2, and STAR Renaissance, a universal screener, and the STAAR Assessment for 3rd, 4th, and 5th grade. For the 2019-2020 school year, IStation will be used in both reading and math for grades K-5. This will allow us to track each student in both content areas as they move through the grade levels.

Some of the needs for the curriculum area include the following identified needs:

1. Writing - alignment K-5
2. More rigor and higher level questioning so students dig deeper.
3. Differentiated instruction strategies to meet the needs and grow all students.
4. Vertical alignment K-5: RLA, Math, Science, and Social Studies
5. Data Disaggregation

## Curriculum, Instruction, and Assessment Strengths

The BES Master Schedule reflects time for teachers to meet with each other by grade level and by content. The duty schedule was created to ensure that teachers could meet on a rotating weekly basis. This time will allow for six weeks data meetings, content question, alignment meetings, classroom discussion to identify needs, concerns, and strengths.

In addition, data meetings for six weeks exams, benchmarks, and support programs will be discussed. Teachers will track the progress of each student to ensure the one year growth for each student.

Art class was added to assist with PAW rotations - to try to get the smallest group possible for the teachers to provide targeted instruction. Students attend computers, music, library, art, and have a group with a classroom teacher during PAW rotations. A Gifted and Talented rotation was added for 3rd, 4th, 5th, students to provide them with differentiated instruction together. Elective PAW rotation was added to 4th grade to give provide opportunity for additional writing assistance. During these classes, students can receive tutoring, enrichment, or an alternate activity to help them show progress.

The Master Schedule also reflects support for the high needs students in different classrooms.

# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

Parent involvement at Brazos Elementary is a concern. Many parents struggle with transportation, work in areas closer to the city; and / or not have the time to contribute. After school events have the best turnouts dependent on the function. Grade level music programs; Family Nights, Field Day, and party days have the most attendance. Informational meetings or functions (i.e. Title I Meetings, etc.) are not as heavily attended unless it is in conjunction with another event.

The campus wants more parent involvement and parent participation in all aspects of the campus.

In the past, the High School PALS students would come to campus and work with our BES students. This opportunity is not available for the 2019-2020 school year.

## **Parent and Community Engagement Strengths**

Brazos Elementary has had quite a few outside agencies assist us with donations of items for our students in need and / or have contributed monies to assist in attending field trips. We have church volunteers that want to read to our students as well as the BHS Ag students who will be coming to campus to volunteer. At different events, the NHS students, Student Council, and athletes will come to campus for evening functions, events, or just volunteer.

Each grade level participates in a music program, a parent involvement event, Meet the Teacher, Curriculum Parent Night, and parent report card conferences.

This year a parent, student, and staff will be provided a survey to give feedback and suggestions at the beginning of the year and at the end of the year.

The school uses a weekly ROAR folder to share upcoming events and the information is presented in both English and Spanish. The school uses social media, remind, and school messenger to deliver information and reminders for parents and guardians.

Our BES Counselor has started a Parent Teacher Volunteer group for the 2019-2020 school year. This allow parents to volunteer at the campus.

# School Context and Organization

## School Context and Organization Summary

Brazos Elementary provides instruction from 7:55 am-3:20 pm Monday - Friday. Grades 2-5 have 100 minutes for each subject area; with the exception of Scienc/Social Studies - split. This allows for more direct instruction time. This allows for a schedule to include whole group, small group instruction and incorporating vocabulary, oral language, and independent practice time.

All music classes are taught by the two high school band teachers. The paw rotation time allows for art, computers, library, tutorials and enrichment. This year, guided reading time is also built into the lower grade levels and the upper grades have RtI/Enrichment time built in their daily schedule. Continuing to revisit our master schedule in the year ahead to see how else we can maximize instructional time will be of benefit.

Tutorials have been consiered to assist sudent.

Tier 1 Instruction Math, ELA, Science vertical planning and collaboraton with Non-Negotiables for the classroom and modeling taff during PLC time with Google document used for Lesson Plans. Intentional detailed schedule for each classroom.

## School Context and Organization Strengths

Brazos Elementary master schedule utilizes the major part of the day strictly for instruction. The paraprofessional schedule has been maximized to get the best use of the inclusion support for students.

Tutorial timse are considered for before, during, and after school. Opportunites are provided in additon to tutorials on Saturdays: campus/grade levels/STAAR assessments for reading, writing, and math, as well as attendance and make up work sessions.

There are multiple computer programs and resources that students can access at school and at home.

We will continue to mentor, support, and provide professional development opportunities in the areas of need: empowering writers, word journeys, patterns of power, istation reading and math, DRA2, guided reading guided math differentiation ELL strategies RTI Tier 2 and 3 Interventions and Documentation Brazos Elementary continues to work on tightening Procedures and Safety for the staff, students, and parents.

# Technology

## Technology Summary

Brazos Elementary has two computer labs and 2 laptop carts, within the school building to allow students more access to intervention programs and technology applications. Internet connectivity is good and when needs arise, the Technology Director assists the campus. The campus also has access to 60 tablets. These are utilized in Kinder, 1st, and 2nd grades.

In addition, 40 google chromebooks were purchased for student use. This will give the upper grades more access to technology applicaitons, websites, and online resources.

We have a PA system phone currently at the front desk and in the Registrar'soffice. In the event of an emergency, it may prove difficult to provide proper warning in a timely manner. We have a video system that allows students to produce video announcements school wide.

## Technology Strengths

Brazos Elementary added a 40 chromebooks and 2 carts for storage and charging. Students will use a google login and be able to access google drive and google classroom as it is created.

Students work with technology for research, educational programs, and assessments. Students enjoy using computers, tablets, and the video announcement system.

The computer labs also allow for parents to learn what their students are working on when sessions are held for parent training opportunities.





# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and 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

# Goals

**Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.**

**Performance Objective 1:** At least 80% mastery of all students and student groups (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners, and At Risk) and 25% masters on the STAAR in Math.

**Evaluation Data Source(s) 1:** STAAR Math Results

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Teachers will use the TEKS Resource System vocabulary in their lessons and on word walls to assist students.	2.4, 2.5, 2.6	Teachers Principal	Improved Progress Reports Improved Report Cards Improved Test Scores				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Use district adopted math curriculum (Sharon Wells) with fidelity, as the basis of math instruction with other materials to supplement the curriculum. (Motivational Math, Envisions)	2.4, 2.5, 2.6	Lesson Plans Walk Throughs	Improved Math Scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 3) 4) Teachers will continue to use dual coded Math questions on Math CBA's to promote STAAR readiness.	2.4, 2.6	Teachers Principal	Progress reprts Report cards District assessments State assessments				
<b>Comprehensive Support Strategy</b> 4) Teachers will develop content based assessments/summative assessments to attain information on acquired TEKS knowledge for the student and to gain a better understanding of what TEKS need to be spiraled in review.	2.4	Teachers Principal	Data disaggregation CBA's				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

**Performance Objective 2:** At least 80% mastery of all students and student groups and 25% masters on the STAAR in Reading.

**Evaluation Data Source(s) 2:** STAAR Reading Results

**Summative Evaluation 2:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 1) Brazos Elementary will continue to target reading level expectations for grades K-5. (DRA, Istation)	2.4, 2.6	Teachers Principal	Progress reports Report cards IStation Reports DRA Tracking				
<b>Comprehensive Support Strategy</b> 2) Continue varied reading strategies and techniques using fiction and nonfiction texts in all K-5 classrooms.		Teachers Principal Lesson plans Walk Throughs TEKS Resource Team Planning	Progress reports Report cards District assessments State assessments				
<b>Comprehensive Support Strategy</b> 3) Continue using a comprehensive reading program that emphasizes critical thinking and problem solving to provide individualized support and additional time for students who need it. (PAW, RTI)	2.4, 2.6	Teachers Principal Lesson plans Walk through TEKS Resource Team Planning	Progress reports Report cards District assessments State assessments				

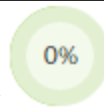
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) Use Dyslexia screener to identify students, continue dyslexia program and implementation of services.	2.4, 2.5, 2.6	Dyslexia teacher Classroom teacher Principal	Program completion				
<b>Comprehensive Support Strategy</b> 5) Implement accommodations, co-teaching, inclusion support and interventions to accelerate special education students not demonstrating mastery of grade level TEKS	2.4, 2.6	Teachers Principal Schedules Feedback Grade Level Meetings ARD Documents RTI Forms	Progress reports Report cards District assessments State assessments				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 6) Provide opportunities for at-risk and ELL students to enhance RLA skills through before school, during school, after school, and summer school.	2.4, 2.6	Teachers Principal Lesson plans TEKS Resource Team Planning	Summer school assessments				
<b>Comprehensive Support Strategy</b> 7) Students will receive differentiated instruction in the classroom through small group instruction for GT, ESL, and SPED.	2.4, 2.5	Teacher Principal Lesson plans Walk through Assignments Gradebooks	Progress reports Report cards District assessments State assessments				
<b>Comprehensive Support Strategy</b> 8) Teachers will develop content based assessments/summative assessments to attain information on acquired TEKS knowledge for the students to gain a better understanding of what TEKS need to be spiraled in review.	2.4, 2.6	Teachers Principal CBA's DMAC	Data disaggregation				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Goal 1:** Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.



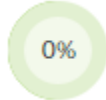

**Performance Objective 3:** At least 85% of all students and student groups will meet standard on the Science STAAR and at least 25% will score at the masters level.

**Evaluation Data Source(s) 3:** Science STAAR results

**Summative Evaluation 3:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training on integrating literacy into science content with emphasis on scientific vocabulary, technical reading, and critical thinking.		Lesson plans Walk throughs TEKS Resource Team planning	Progress reports Report cards District assessments State assessments				
2) Continue staff development that provides strategies and tools to ensure hands-on, inquiry based, high-level learning for the science program which meets requirements for lab/field investigations.		Lesson plans Walk throughs	Progress reports Report cards District assessments State assessments				
3) Facilitate the use of interactive notebooks and metacognitive strategies.		Lesson plans Walk throughs	Notebooks Progress reports Report cards				
4) Maintain appropriate accommodations, co-teaching, inclusion support, and remediation activities to accelerate special need students not demonstrating mastery. The campus will utilize sped teacher and aides to assist with resource and inclusion support.		Schedules Feedback Grade level meetings ARD documents	Progress reports Report cards District assessments State assessments				
5) Continue to implement a comprehensive science program for 5th grade that emphasizes critical thinking and problem solving to provide individualized support and additional time for students during PAW time.		Lesson plans Walk throughs TEKS Resource	Progress reports Report cards District assessments State assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Continue to integrate the required English Language Proficiency Standards (ELPS) as an integral part of science curriculum.		Lesson plans Walk throughs TEKS Resource	Progress reports Report cards District assessments State assessments				
7) Continue to integrate Stemsopes Lab Kits to better facilitate instruction.		Lesson plans Stemsopes	Progress reports Report cards District assessments State assessments				
8) Continue to work with our ESL students in developing content rich vocabulary, reading strategies to increase comprehension, and inference skills.		Lesson plans Education galaxy	Progress reports Report cards District assessments State assessments				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





**Goal 1: Student Growth and Success:** Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

**Performance Objective 4:** At least 80% of all students and student groups master the TEKS.

**Evaluation Data Source(s) 4:** Social Studies Weekly

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vertically align K-5 social studies course of study based on the strands of history, geography, government, government, economics, citizenship, culture, science, technology, society, and social studies skills to provide continuity and reduce learning gaps.		Lesson plans Walk throughs TEKS Resource Team planning					
2) Incorporate First Responders' Day, Constitution Day, and Freedom Week activities into the curriculum (HB 708)		Lesson plans Team planning	Announcements Activities				
3) Continue to work with our ESL students in developing content rich vocabulary, reading strategies to increase comprehension, and inference skills.		Lesson plans	Progress reports Report cards District assessments State assessments				
4) Adopt a comprehensive curriculum aligned to the new SS TEKS.		Lesson plans Walk throughs	Progress reports Report cards District assessments				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 1:** Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.





**Performance Objective 5:** At least 80% of all student and student groups will meet standard on the Writing STAAR and at least 25% will score at the masters level.

**Evaluation Data Source(s) 5:** Writing STAAR Results

**Summative Evaluation 5:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 1) Provide support for teachers in data analysis and strategic instructional planning using DMAC.	2.4, 2.5, 2.6	Principal Team Leads Content Teams	Lesson plans Sign In Sheets Minutes Calendar				
<b>TEA Priorities</b> Improve low-performing schools 2) Implement TEKS Resource System for RLA staff to support the continuation of the curriculum with a focus on vertical alignment.	2.4, 2.5, 2.6	Principal RLA team	Lesson Plans Walk Throughs Sign In Sheets				
<b>TEA Priorities</b> Improve low-performing schools 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.	2.4, 2.5, 2.6	Principal Teachers	Improved Writing Scores Contest Participation				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


## Goal 2: Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.

**Performance Objective 1:** 100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" according to the No Child Left Behind Act.

**Evaluation Data Source(s) 1:** Record of certifications

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) Connect with colleges and teacher training program for recruitment. Post open positions on the school and TASB website to recruit highly qualified teachers as needed.		Principal Sign In Sheets Interviews Schedule Website	Highly qualified staff in each classroom.				
2) Conduct annual reviews of certifications and continue to encourage staff to increase certifications.		Principal HQ qualification	HQ staff in each classroom				



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

**Goal 2:** Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.

**Performance Objective 2:** Provide professional development that enables teachers to implement differentiated instruction in the classroom and increase higher order thinking in their instruction.

**Evaluation Data Source(s) 2:** 100% of staff will attend a minimum of 3 trainings based on campus, district, or classroom need.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attend math content training that meets individual student needs, builds capacity among teacher leaders, and uses data to make instructional decisions.	2.4, 2.6	Teachers Principal Sign In sheets Lesson plans Walk Throughs TEKS Resource DMAC Team Planning	Progress reports Report cards District assessment State assessment				
2) Continue to support teachers to gain certifications and learn effective teaching strategies for English Language Learners.		Special programs Principal Training records Test registration	Testing results				
3) Provide training for teachers in discipline management, suicide prevention, conflict resolution, dating violence (HB 121) violence prevention, sexual abuse of children	2.5	Principal Training records	Discipline Records				
4) Hire degreed instructional assistants.	2.4, 2.6	Principal Transcripts	HQ report				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 5) Conduct content meetings for math, reading and writing, science and social studies vertically.	2.4, 2.5, 2.6						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

### Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness

**Performance Objective 1:** All internal and external threat of safety of staff, students, and patrons will be trained or provided training so that no one is seriously harmed.

**Evaluation Data Source(s) 1:** Records of training Meetings

**Summative Evaluation 1:**

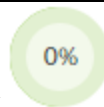
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure the campus is compliant with required safety trainings, crisis plan, and safety protocol.		Principal Sign in sheets Committee notes Record of meeting	Drill records				
2) Ensure building maintains a secure environment by locking non-essential external doors and enter through office so we have record of visitor registry.		Principal Office staff	Alarm system reports Campus walk throughs				
3) Consider how the current telephone system can be use to augment the public address system in aiding students and teachers and staff in sounding the alarm within the building should there be a need for an emergency lockdown.		Principal Meetings Office notice	Safety Committee				
4) Continue to use school Facebook, remind, roar monthly newsletter, and local newspaper, to communicate with parents and guardians about school related news.	3.2	Principal Safety reports.	Texts Phone calls made				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Goal 3:** Maintain a safe and disciplined environment conducive to student learning and employee effectiveness

**Performance Objective 2:** Assure that all students and employees feel safe and that students develop the ability to resist engaging in unsafe behaviors.

**Evaluation Data Source(s) 2:** Survey

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>1) Provide educational materials for parents and students' information provided will assist parents and students in learning about student health-related issues.</p>	3.2	Principal Teachers Nurse	Sign in sheets Program Materials				
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>2) Provide crisis management team training specific for counselors.</p>		Principal Counselor	Sign In Sheets Professional Development				
<p>3) Provide training through Eduhero.</p>	2.5, 2.6	Principal Special Programs Coordinator	Sign in Certificates of completion				
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>4) Continue bullying prevention programs which target both physical and cyberbullying</p>		Teacher Principal Counselor	Sign in Professional development				
<p>5) Continue drug and alcohol awareness programs at campus level through guidance and counseling departments in coordination with health classes. (Red Ribbon Week, Guidance Lessons)</p>	2.5, 2.6	Principal Counselor Teachers	Sign in Professional Development Calendar				
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>6) The rules and guidelines in the student handbook and student code of conduct will be followed by all students.</p>	2.4, 2.5, 2.6	Principal Teachers	Discipline referrals Attendance data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June


## Goal 4: All BES students will attend school on a regular basis, resulting with the campus attendance rate of 97%, at the end of the 2019-2020 school year.


**Performance Objective 1:** Maintain student attendance at 97%


**Evaluation Data Source(s) 1:** Attendance data


**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 1) Continue to monitor attendance procedures to ensure adequate time is allotted for researching excessive absences.	2.4, 2.5, 2.6	Principal Teachers PEIMS clerk	PEIMS reports				
<b>TEA Priorities</b> Improve low-performing schools 2) Promote attendance through meetings with parents and school wide incentives. (Hat day, PJ day)	2.6, 3.2	Principal Teachers	Meeting Logs Records Attendance Reports				
3) Inform students and parents of academic and support programs available to students including online grade book and lesson plans page.	2.4, 2.6, 3.2	Principal Teachers	Parent Night Handouts Parent Sign Up Log				



 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue





## Goal 5: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of Brazos Elementary students.

**Performance Objective 1:** Parents and community members will be full partners with educators in the education of Brazos Elementary students.

**Evaluation Data Source(s) 1:** Parent/community engagement meetings, community partnerships/organizations, parent workshops and trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 1) Parents will be invited to provide feedback and give input on the CIC, Parent Involvement Survey this school year at BOY and EOY. All required CIC meetings will be held, documented, and posted according to the law.	2.6, 3.1, 3.2	Principal, Counselor, CIC Committee members	Increase parent involvement and parent input.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 5:** Parent and Community Engagement: Parents and community members will be full partners with educators in the education of Brazos Elementary students.


**Performance Objective 2:** Expand outreach services to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.


**Evaluation Data Source(s) 2:** Number of parents/family/ community members served, in attendance, and feedback forms

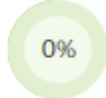
**Summative Evaluation 2:**


**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math 1) 1) Parents will be invited to provide feedback and give input on a parent survey sent out during the first six weeks of school. They can share questions, comments, and concerns.	3.1, 3.2	Principal Counselor CIC Committee	School Improvement				
2) 2) Parent/School Compact, Parent Involvement Policy, Parent Calendars, and Communication Information are sent to all parents every month, given at registration, and posted on the webpage.	3.1	Administration	Increase in Parent Involvement and Climate				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


**Goal 5:** Parent and Community Engagement: Parents and community members will be full partners with educators in the education of Brazos Elementary students.


**Performance Objective 3:** Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.


**Evaluation Data Source(s) 3:** Session planning documentation, parent surveys, agendas and attendance


**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Classes and Workshops will be offered to parents in different areas to support and address parent and student needs.	3.1, 3.2	Principal Counselor	Increase in Parent Involvement Support Parent and Students Needs				
<b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math 2) Academic Family Nights will be held to assist parents with testing strategies, skills and concepts, by grade level.	3.1, 3.2	Principal Counselor Teachers	Sign In sheets Feed back Forms				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will use the TEKS Resource System vocabulary in their lessons and on word walls to assist students.
1	1	2	Use district adopted math curriculum (Sharon Wells) with fidelity, as the basis of math instruction with other materials to supplement the curriculum. (Motivational Math, Envisions)
1	1	3	4) Teachers will continue to use dual coded Math questions on Math CBA's to promote STAAR readiness.
1	1	4	Teachers will develop content based assessments/summative assessments to attain information on acquired TEKS knowledge for the student and to gain a better understanding of what TEKS need to be spiraled in review.
1	2	1	Brazos Elementary will continue to target reading level expectations for grades K-5. (DRA, Istation)
1	2	2	Continue varied reading strategies and techniques using fiction and nonfiction texts in all K-5 classrooms.
1	2	3	Continue using a comprehensive reading program that emphasizes critical thinking and problem solving to provide individualized support and additional time for students who need it. (PAW, RTI)
1	2	4	Use Dyslexia screener to identify students, continue dyslexia program and implementation of services.
1	2	5	Implement accommodations, co-teaching, inclusion support and interventions to accelerate special education students not demonstrating mastery of grade level TEKS
1	2	6	Provide opportunities for at-risk and ELL students to enhance RLA skills through before school, during school, after school, and summer school.
1	2	7	Students will receive differentiated instruction in the classroom through small group instruction for GT, ESL, and SPED.
1	2	8	Teachers will develop content based assessments/summative assessments to attain information on acquired TEKS knowledge for the students to gain a better understanding of what TEKS need to be spiraled in review.
2	1	1	Connect with colleges and teacher training program for recruitment. Post open positions on the school and TASB website to recruit highly qualified teachers as needed.
2	2	5	Conduct content meetings for math, reading and writing, science and social studies vertically.
5	1	1	Parents will be invited to provide feedback and give input on the CIC, Parent Involvement Survey this school year at BOY and EOY. All required CIC meetings will be held, documented, and posted according to the law.
5	2	1	1) Parents will be invited to provide feedback and give input on a parent survey sent out during the first six weeks of school. They can share questions, comments, and concerns.

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Shelly Grubert-Dotson	Principal
Administrator	LaTonia Brison	Counselor
Classroom Teacher	Annie Mendieta	Kindergarten Teacher
Classroom Teacher	Michelle Frnka	1st Grade Teacher
Classroom Teacher	Zeina Eze	2nd Grade Teacher
Classroom Teacher	Dacey Schauer	3rd Grade Teacher
Classroom Teacher	Debbie Thompson	4th Grade Teacher
Classroom Teacher	Rachel Maier	5th Grade Teacher
Classroom Teacher	Callie Cazenave	Special Education Teacher
Business Representative	Gloria Long	Community Member
Community Representative	Jean Dotson	Community Member
Parent	Ms. Schultiz	Parent