# **Brazos Independent School District**

## **Brazos Elementary**

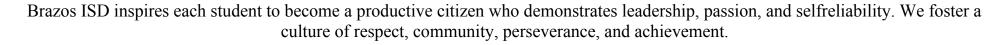
# **Improvement Plan**

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



## Vision



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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 perent 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

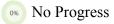
**Strategy 1:** The teachers will use I-Station for their pre-assessment to determine intervention and enrichment groups. Monthly assessments will assess the students on their areas of strengths and needs. Teachers will use that data to drive their lessons.

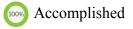
Strategy's Expected Result/Impact: Improved Progress Rep	orts	Formative
Improved Report Cards		Nov
Improved Test Scores Staff Responsible for Monitoring: Teachers		Jan
Instructional Coach		Mar
Principal		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	June
<b>TEA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

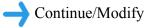
**Strategy 2:** Use district adopted math curriculum, Envision, with fidelity, as the basis of math instruction with other materials to supplement the curriculum. (Motivational Math and Mentoring Minds as well as I-Station)

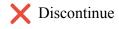
Implement Readers' Workshop and mentor text as well as I-Station to close gaps in reading.

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









**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		Formative
STAAR writing samples scoring of 2 or better		Nov
<b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach		Jan
Principal		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: Improve low-performing schools	Funding Sources:	June
<b>ESF Levers:</b> Lever 5: Effective Instruction	None	

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

**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		Formative
Contest Participation		Nov
Staff Responsible for Monitoring: Principal Teachers		Jan
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Mar
TEA Priorities: Improve low-performing schools	Funding Sources:	Summative
ESF Levers: None	None	June
% No Progress 100% Acco	omplished Continue/Modify X Discontinue	I

### **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.

strategies for the ELLs		Nov
Staff Responsible for Monitoring: Principal Uncertified teachers		Jan
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Mar
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	Summativ June
ESF Levers: Lever 5: Effective Instruction		

#### **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 ing 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		Formative
before		Nov
<b>Staff Responsible for Monitoring:</b> Instructional coach Teachers		Jan
Principals		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers,		

**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 tot he next year to ensure that those gaps are intentionally addressed in lesson plans to avoid a gap for the students coming up.

onal and deep practice on skills that the students, the previous year, were	Formative
	Nov
	Jan
	Mar
Duchlam Statementa, Nana	Summative
Problem Statements: None	June
Funding Sources: None	
	Problem Statements: None Funding Sources:

### 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's Expected Result/Impact: PEIMS reports		Formative
Staff Responsible for Monitoring: Principal		Nov
Teachers PEIMS clerk		Jan
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Mar
<b>TEA Priorities:</b> Improve low-performing schools	Funding Sources:	Summative
ESF Levers: None	None	June
rategy 2: Promote attendance through meetings with	parents and school wide incentives. (Hat day, PJ day	<u></u>
	parents and school wide incentives. (Hat day, PJ day	<u></u>
sategy 2: Promote attendance through meetings with  Strategy's Expected Result/Impact: Meeting Logs Records	parents and school wide incentives. (Hat day, PJ day	<u></u>
Strategy's Expected Result/Impact: Meeting Logs	parents and school wide incentives. (Hat day, PJ day	Formative Nov
Strategy's Expected Result/Impact: Meeting Logs Records Attendance Reports Staff Responsible for Monitoring: Principal	parents and school wide incentives. (Hat day, PJ day	Formative Nov Jan
Strategy's Expected Result/Impact: Meeting Logs Records Attendance Reports	parents and school wide incentives. (Hat day, PJ day	Formative
Strategy's Expected Result/Impact: Meeting Logs Records Attendance Reports Staff Responsible for Monitoring: Principal	parents and school wide incentives. (Hat day, PJ day  Problem Statements: None	Formative Nov Jan
Strategy's Expected Result/Impact: Meeting Logs Records Attendance Reports  Staff Responsible for Monitoring: Principal Teachers		Formative Nov Jan Mar

**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
Staff Responsible for Monitoring: Principal Teachers		Jan Mar
Title I Schoolwide Elements: 2.4, 2.6, 3.2	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	
No Progress 100%	Accomplished — Continue/Modify X Discontinue	l

**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	Formative
Certified letters home	•	Nov
Truancy Filings		Ton
Assistance with transportation		Jan
Staff Responsible for Monitoring: Teachers		Mar
Counselor		Summative
Principal		Summative
Title I Schoolwide Elements: None	Problem Statements: None	June
TEA Priorities: Improve low-performing schools	Funding Sources:	
ESF Levers: None	None	
No Progress (100%) Accomp	olished	

# **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								
Grand Total								

# **Addendums**