Smithville Independent School District

Smithville Elementary-Brown Primary

2022-2024 Campus Improvement Plan

Accountability Rating: C

Brown Primary & Smithville Elementary

Nurture - Encourage - Inspire

Mission Statement

Brown Primary & Smithville Elementary build positive relationships among staff, families, and students. We work together to create and maintain a safe, nurturing, and inclusive learning environment. We use innovative teaching strategies to honor the individual strengths of our students and support them in the different stages of their educational journey.

Vision

Brown Primary & Smithville Elementary nurture individual growth, encourage inquisitive minds, and inspire excellence in all students.

Value Statement

We Believe:

All students can learn and grow academically, socially, and emotionally.

Relationships with staff and peers are an important part of the educational environment.

Mutually respectful relationships with community & families are important.

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Comprehensive Needs Assessment

Revised/Approved: August 22, 2022

Demographics

Demographics Summary

Brown Primary is an EE through Kindergarten campus.. Brown Primary serves a variety of students derived from ethnic and racial backgrounds. It is an open-enrollment campus that serves students with varying educational needs. Below indicates breakdowns within our student population.

Brown Primary - PK & Kindergarten

	BOY 2021-2022	BOY 2022-2023
Total Enrollment	192	
EE	4	
Pre-K	57	
Kinder	131	

	BOY 2021-2022		BOY 2022-2023	
	Total Students	% of Students	Total Students	% of Students
African American	7	8%		
American Indian/Alaskan Native	0	0%		
Hawaiian/Pacific Islander	0	0%		
Asian	0	0%		
Hispanic	35	22%		
White	80	56%		
2 or More Races	9	6%		
504	0	0%		
GT	0	0%		
Sped	11	9%		

	BOY 2021-2022		BOY 2022-2023	
Economically Disadvantaged	106	55%		
Migrant	0	0%		
LEP	7	4%		
At-Risk	67	35%		

Smithville Elementary is a First through Fifth Grade campus. The current total enrollment is 635 and consists of 133 students in First Grade, 117 students in Second Grade, 131 students in Third Grade, 133 students in Fourth Grade, and 121 students in Fifth Grade. Smithville Elementary serves a variety of students derived from ethnic and racial backgrounds. It is an open-enrollment campus that serves students with varying educational needs. Below indicates breakdowns within our student population.

Smithville Elementary 1st Grade-5th Grade

	BOY 2021-2022	BOY 2022-2023
Total Enrollment	635	
First	133	
Second	117	
Third	131	
Fourth	133	
Fifth	121	

	BOY 2021-2022		BOY 2022-2023	
	Total Students	% of Students	Total Students	% of Students
African American	40	6%		
American Indian/Alaskan Native	1	.<1%		
Hawiian/Pacific Islander	1	<1%		
Asian	3	<1%		
Hispanic	230	36%		
White	343	54%		
2 or More Races	25	4%		
504	24	4%		

GT	39	6%		
Sped	86	14%		
Economically Disadvantaged	372	59%		
Migrant	1	.<1%		
LEP	67	11%		
At-Risk	312	49%		

Brown Primary Teacher Demographics

	2021-2022 Total	2022-2023 Total
Certified Teachers	12	11
Paraprofessionals	10	9
ESL Certified Teachers	6	6
Sped Certified Teachers	2	2

Smithville Elementary Teacher Demographics

	2021-2022 Total	2022-2023 Total
Certified Teachers	49	47
Paraprofessionals	20	20
ESL Certified Teachers	24	25
Sped Certified Teachers	6	5

Demographics Strengths

Strengths in the area of demographics include:

- Retention of experienced teachers
- High number of ESL-certified teachers

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Unable to fill vital teacher openings. **Root Cause:** No applicant pool.

Student Learning

Student Learning Summary

MClass Testing (Kindergarten): MClass measures various phonological and phonemic awareness skills. The table below shows the percentage of students who scored at or above benchmark for BOY, MOY, and EOY. The performance standard does increase on each administration of the assessment.

	2021-2022		
	BOY	MOY	EOY
Kinder	52%	55%	59%

TPRI: The TPRI (Texas Primary Reading Inventory) assessment measures phonological awareness, graphophonemic awareness, word reading, comprehension, and accuracy. The table below shows the percentage of students who scored at the mastery level for BOY, MOY, and EOY.

	2018-2019			2019-2020		2020-2021			2021-2022		
	BOY	MOY	EOY	BOY	MOY	BOY	MOY	EOY	BOY	MOY	EOY
1st Grade	35%	81%	88%	45%	100%	21%	55%	69%	20%	53%	65%
2nd Grade	38%	59%	77%	63%	93%	42%	58%	75%	39&	47%	68%
3rd Grade	TPRI Not Tested from 2017-2020					50%	72%	82%	49%	64%	76%

BAS (Benchmark Assessment System) Data: The BAS assessment provides teachers with an instructional reading level. The chart below indicates student EOY scores.

	% of Student Leaving Below Grade Level			% of Student Leaving On or Above Grade Level		
	2019- 2020	2020- 2021	2021-2022	2019- 2020	2020- 2021	2021-2022
Kinder	Data Not Available Due To COVID-19 Closure	37%	50%	Data Not Available Due To COVID-19 Closure	63%	50%
1st Grade		59%	56%		41%	44%
2nd Grade		27%	43%		63%	57%
3rd Grade	Testing Not Completed at Elementary During These Years.	35%	34%	Testing Not Completed at Elementary During These Years.	65%	66%
4th Grade		39%	30%		61%	70%
5th Grade		74%	33%		26%	67%

Benchmark Data by Grade Level:

	Reading					Math				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1st Grade	85.83%	90%	Data Not Available Due To COVID-19 Closure	71%		66.94%	78%	Data Not Available Due To COVID-19 Closure	72%	
2nd Grade	83.87%	80.8%		70%		82.8%	73.58%		78%	

** Passing percentages for 1st and 2nd grade are reflective of a passing standard that matches current 3rd grade STAAR passing standards.

STAAR:

Brown Primary and Smithville Elementary are rated a C for state accountability purposes.

	Approaches				Meets				Masters			
	2018-2019	2019-2020	2020-2021	2021-2022	2018-2019	2019-2020	2020-2021	2021-2022	2018-2019	2019-2020	2020-2021	2021-2022
3rd Reading	69%	Data Not Available Due To COVID- 19 Closure	71%	79%	29%	Data Not Available Due To COVID- 19 Closure	37%	49%	18%	Data Not Available Due To COVID- 19 Closure	18%	28%
3rd Math	73%		70%	75%	37%		45%	43%	13%		22%	17%
4th Reading	64%		74%	80%	34%		45%	52%	14%		24%	24%
4th Math	60%		69%	75%	28%		50%	49%	12%		32%	20%
4th Writing	55%		53%		29%		33%		6%		5%	
5th Reading	80%		67%	76%	51%		40%	53%	22%		29%	28%
5th Math	86%		77%	74%	58%		54%	40%	34%		29%	23%
5th Science	76%		66%	57%	51%		35%	23%	20%		11%	29%
Overall Reading			71%	78%			42%	51%			25%	26%
Overall Math			73%	75%			50%	44%			28%	20%
Overall Science			66%	56%			34%	22%			11%	9%

TELPAS Data: TELPAS (Texas English Language Proficiency Assessment System) measures the English language acquisition of Emergent Bilingual students in the areas of reading, writing, listening, and speaking. The chart shows the campus' overall percentage of students who scored in each area.

	#	Reading 2021 - 2022				Writing 2021 - 2022			
		% Beginning	% Intermediate	% Advanced	% Advanced High	% Beginning	% Intermediate	% Advanced	% Advanced High
Kinder	4	100	0	0	0	100	0	0	0
First	12	42	33	17	8	42	50	8	0
Second	9	44	56	0	0	33	44	22	0
Third	14	43	21	21	14	7	29	50	14
Fourth	15	13	53	27	7	7	47	47	0
Fifth	18	11	39	33	17	6	33	44	17

	#	Listening 2021 - 2022				Speaking 2021 - 2022			
		% Beginning	% Intermediate	% Advanced	% Advanced High	% Beginning	% Intermediate	% Advanced	% Advanced High
Kinder	4	100	0	0	0	100	0	0	0
First	12	8	58	26	8	17	58	25	0
Second	9	0	44	44	11	78	22	0	0
Third	14	0	21	50	29	29	57	14	0
Fourth	15	20	47	33	0	20	67	13	0
Fifth	18	33	28	33	6	44	50	6	0

TELPAS Growth: The table below shows the number of students who progressed at least 1 proficiency level.

Grade Level	2021-2022
Kinder	NA
First	50%
Second	22%
Third	29%
Fourth	8%
Fifth	24%

After compiling the data and completing the needs assessment, we have decided to focus our efforts on the following areas:

- Continued growth in early literacy skills, including phonemic awareness, phonological awareness, and comprehension.

- Continued growth in the area of math problem-solving.

- Continued growth in math fact fluency and high-frequency word knowledge.

- Continued growth in the sub-populations of economically disadvantaged, special education, and emergency bilingual students.

Student Learning Strengths

Pre-COVID our strengths included:

- Considerable growth in student TPRI scores from BOY to EOY
- % of students on or above reading leave
- % of students moving from grade level to grade level either on or above grade level
- Increasing benchmarks scores in most grade levels and areas

Post-COVID, we are not seeing the continual growth in our previous strengths. Current strengths include:

- Considerable growth in the area of STAAR reading Approaches Scores and overall campus scores.
- Outperformed the state on multiple areas of STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student end-of-year reading levels are not at the expected level. **Root Cause:** Need for stronger guided reading and phonemic/phonological awareness instruction across all grade levels.

Problem Statement 2 (Prioritized): Lower than desired math benchmark and STAAR scores. **Root Cause:** Need for stronger math fact fluency and problem-solving skills across all grade levels.

Problem Statement 3 (Prioritized): Lower than desired science STAAR scores. **Root Cause:** Need for increased hands-on science instruction and STAAR question type practice.

Problem Statement 4 (Prioritized): Lack of growth in the areas of TELPAS. **Root Cause:** Inconsistent sheltered instruction strategy and ELPS implementation.

Problem Statement 5 (Prioritized): Limited growth in special education scores. **Root Cause:** Inability to find additional certified special education staff to accommodate large resource groups due to the high number of students who recently qualified.

School Processes & Programs

School Processes & Programs Summary

<u>Professional Practices:</u>

- **PLCs:** Teachers participate in weekly PLCs (Professional Learning Communities). During PLCs teachers, under the guidance of administration, evaluate teaching strategies, plan for instruction, participate in data analysis, and receive professional development.
- **Enrichment Days:** At the end of each 9 week period, teachers participate in a half-day data review and professional development session. During this time, teachers analyze student-specific data and teaching effectiveness. After the evaluation of the data, the teacher creates individualized student intervention plans that are implemented during the next 9 weeks period. Teachers may also receive professional development during these periods.
- Professional development opportunities through Lead4Ward.
- HB3 Reading Academies
- TIL (Texas Instructional Leadership) Professional Development: Lesson Alignment & Formative Assessment

<u>Programs and Opportunities for Students:</u>

- **Daily Intervention Time:** All students participate in a 45-minute to 60-minute intervention block designed to address gaps in student learning.
- **UIL:** 2nd-5th Grade students have the opportunity to participate in academic UIL events.
- **Enrichment Days:** During enrichment days, students experience a vast array of cultural and non-traditional school experiences. Those experiences include "visiting" a different country and experiencing their local cuisine and traditions. Other experiences include hands-on science, yoga, gymnastics, drama, etc.
- **PLC Time:** During PLC time, students receive additional hands-on science instruction, utilize online learning programs, and work to increase the sustained reading time.

<u>Procedures:</u>

In addition to the items listed above, Brown Primary and Smithville Elementary also implement the following practices and procedures:

- **Master Schedule:** The master schedule is built in an effort to increase both student instructional blocks and teacher preparation and planning time. The master schedule includes a 45-minute to 60-minute intervention block, a daily 60-minute conference time, as well as a 65-minute PLC block for each team.
- **PBIS:** The campuses have developed PBIS (Positive Behavior Interventions and Supports) to help encourage positive student interactions with each other and with teachers.
- Counseling Groups
- SEL Instruction
- CATCH

School Processes & Programs Strengths

School Process & Program Strengths Include:

- Professional Learning Communities
- Scheduled Intervention Time
- Enrichment Days

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Need for additional student social-emotional support. **Root Cause:** Isolation due to COVID

Problem Statement 2 (Prioritized): Need for additional student social-emotional support. **Root Cause:** Increased negative student behavior due to loss of opportunities to practice social skills.

Perceptions

Perceptions Summary

Brown Primary & Smithville Elementary Mission: Brown Primary & Smithville Elementary build positive relationships among staff, families, and students. We work together to create and maintain a safe, nurturing, and inclusive learning environment. We use innovative teaching strategies to honor the individual strengths of our students and support them in the different stages of their educational journey.

Brown Primary & Smithville Elementary Vision: Brown Primary & Smithville Elementary nurture individual growth, encourage inquisitive minds, and inspire excellence in all students.

Brown Primary & Smithville Elementary Core Beliefs:

We Believe:

- All students can learn and grow academically, socially, and emotionally.

- Relationships with staff and peers are an important part of the educational environment.

- Mutually respectful relationships with community & families are important.

Staff Perceptions/Engagement: At the end of the 2021-2022 school year, BP & SES administration conducted a staff climate survey.

Survey highlights include:

- Believe that administration has strong goals for the campus.
- Support from campus Principal, Assistant Principals, and Counselors
- Culture of Problem Solving
- A strong and supportive learning environment for students

Areas to Address Include:

- Aligned school mission & vision due to reconfiguration of Brown Primary and Smithville Elementary
- Promoting the success of teachers and staff
- Increased community support

Community Perceptions/Engagement: At the end of the 2021-2022 school year, BP & SES administration conducted a parent survey.

Survey highlights include:

- Parents feel supported by campus administrators, counselors, and teachers
- Parents feel like BP and SES provide a safe, healthy, and effective learning environment for students
- Parents feel like the school and community have a strong relationship here at Smithville
- Parents feel like the campuses do a great job of promoting their child's success

Areas to Address Include:

- Need for increased daily communication with parents.

Perceptions Strengths

Campus Perception Strengths include:

- Strong educational culture
- Opportunities for students to grow socially, emotionally, and academically

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Need to adjust mission/vision of campuses **Root Cause:** Bring separated buildings together as one.

Problem Statement 2 (Prioritized): Need for additional parent involvement opportunities **Root Cause:** Visitor policy related to COVID

Priority Problem Statements

Problem Statement 7: Unable to fill vital teacher openings.
Root Cause 7: No applicant pool.
Problem Statement 7 Areas: Demographics

Problem Statement 8: Student end-of-year reading levels are not at the expected level.
Root Cause 8: Need for stronger guided reading and phonemic/phonological awareness instruction across all grade levels.
Problem Statement 8 Areas: Student Learning

Problem Statement 4: Need for additional student social-emotional support.
Root Cause 4: Isolation due to COVID
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 2: Need to adjust mission/vision of campuses
Root Cause 2: Bring separated buildings together as one.
Problem Statement 2 Areas: Perceptions

Problem Statement 5: Lower than desired math benchmark and STAAR scores.
Root Cause 5: Need for stronger math fact fluency and problem-solving skills across all grade levels.
Problem Statement 5 Areas: Student Learning

Problem Statement 3: Need for additional student social-emotional support.
Root Cause 3: Increased negative student behavior due to loss of opportunities to practice social skills.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 1: Need for additional parent involvement opportunities
Root Cause 1: Visitor policy related to COVID
Problem Statement 1 Areas: Perceptions

Problem Statement 6: Lower than desired science STAAR scores.
Root Cause 6: Need for increased hands-on science instruction and STAAR question type practice.
Problem Statement 6 Areas: Student Learning

Problem Statement 9: Lack of growth in the areas of TELPAS.

Root Cause 9: Inconsistent sheltered instruction strategy and ELPS implementation.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Limited growth in special education scores.

Root Cause 10: Inability to find additional certified special education staff to accommodate large resource groups due to the high number of students who recently qualified.

Problem Statement 10 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
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- 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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- 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

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

Goals

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 1: Implement Social and Emotional Learning (SEL) and Character Education programs at each campus

    Evaluation Data Sources: Master Schedule, PLC Rotations, Counseling Topic Schedule

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Kelso's Choices Curriculum Across BP & SES	**Formative**		
Strategy's Expected Result/Impact: Increase students' ability to react to conflict appropriately.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Behrens, Williams - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement CATCH program across BP & SES.	**Formative**		
Strategy's Expected Result/Impact: Increase students' ability to regulate their emotions across settings.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Brockman, Vinklarek, Kristynik, Kadlecek, Williams, Behrens **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2			0%

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Need for additional student social-emotional support. **Root Cause**: Isolation due to COVID
Problem Statement 2: Need for additional student social-emotional support. **Root Cause**: Increased negative student behavior due to loss of opportunities to practice social skills.

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 2: Implement campus-based PBIS systems.

    High Priority

    Evaluation Data Sources: PBIS Committee Presentations, Google Calendar, PBIS Handbook, Discipline Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement House System at SES	**Formative**		
Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease of office referrals and reflections.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: O'Rourke, Brockman, PBIS Committee			
- ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** House System App - 211 Title I, Part A - $2,400			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Kelso Coins at BP	**Formative**		
Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease of office referrals and reflections.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Vinklarek			
- ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement CHAMPS program.	**Formative**		
Strategy's Expected Result/Impact: Increased student understanding of classroom expectations.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, O'Rourke, Brockman, Vinklarek			
- ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2			

Strategy 4 Details	Formative Reviews		
Strategy 4: Create campus PBIS Committee to evaluate discipline and PBIS data	**Formative**		
Strategy's Expected Result/Impact: Increased understanding of behaviors, consequences, and needed reteaching on campus. **Staff Responsible for Monitoring:** Foster **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** PBIS Resources - 211 Title I, Part A - $752.88, PBIS Resources - 211 Title I, Part A - $327.40	**Dec**	**May**	**Aug**

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Need for additional student social-emotional support. **Root Cause**: Isolation due to COVID
Problem Statement 2: Need for additional student social-emotional support. **Root Cause**: Increased negative student behavior due to loss of opportunities to practice social skills.

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 3: Increase accessibility to campus counselors and counseling services.

    Evaluation Data Sources: Calendar, Counseling Group Schedule, Counselor Referral Form

Strategy 1 Details		Formative Reviews		
Strategy 1: Implement an online counselor referral process.		**Formative**		
Strategy's Expected Result/Impact: More effectively track student visits to the counselor and effectively communicate completed visits to staff.		**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Williams, Behrens **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2				

Strategy 2 Details		Formative Reviews		
Strategy 2: Provide group counseling opportunities for students.		**Formative**		
Strategy's Expected Result/Impact: Provide social-emotional support to students in need.		**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Williams, Behrens **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2				

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Need for additional student social-emotional support. **Root Cause**: Isolation due to COVID
Problem Statement 2: Need for additional student social-emotional support. **Root Cause**: Increased negative student behavior due to loss of opportunities to practice social skills.

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 1: Obtain an accountability rating of B or better for the 22-23 school year.

    High Priority

    Evaluation Data Sources: STAAR Scores, Benchmark Scores, Intervention Programs, TTAP Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Education Galaxy for Math, Science, ELA supplemental instructional support.	**Formative**		
Strategy's Expected Result/Impact: Increased scores in math and science.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, Brockman, O'Rourke **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Education Galaxy - 211 Title I, Part A - $4,400			

Strategy 2 Details	Formative Reviews		
Strategy 2: Participate and implement TIL (Texas Instructional Leadership) Observation & Feedback	**Formative**		
Strategy's Expected Result/Impact: Provide focused coaching opportunities to staff.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Hannath, Tannereuther **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Heggarty Phonemic Awareness Materials	**Formative**		
Strategy's Expected Result/Impact: Increased understanding of phonemic awareness skills.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, O'Rourke, Vinklarek, Brockman **- ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** Heggerty Resources - 211 Title I, Part A - $1,382.21			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Effectively implement the resources in the guided reading libraries.	**Formative**		
Strategy's Expected Result/Impact: Increase in guided reading levels across grade levels.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, O'Rourke, Vinklarek, Brockman - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Resources to organize literacy libraries. - 211 Title I, Part A - $1,863			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Implement a variety of digital and hands-on resources for math, ELA, and science.	**Formative**		
Strategy's Expected Result/Impact: Increase scores on STAAR assessments.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, O'Rourke, Vinklarek, Brockman - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** Math & Science Hands on Resources - 211 Title I, Part A - $474.85, Generation Genius - 211 Title I, Part A - $1,000, Versatiles - 211 Title I, Part A - $8,720.53			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Implement effective academic and behavior interventions.	**Formative**		
Strategy's Expected Result/Impact: Increase in student scores and fewer behavior referrals.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, O'Rourke, Vinklarek, Brockman - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2 **Funding Sources:** Intervention Resources - 211 Title I, Part A - $664			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide high quality staff development to support quality instruction and improved education outcomes for students	**Formative**		
Strategy's Expected Result/Impact: Improved instruction **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** Staff Development - 211 Title I, Part A - $15,000	**Dec**	**May**	**Aug**

Strategy 8 Details	Formative Reviews		
Strategy 8: Implement Stemscopes Science and science ReTEKS.	**Formative**		
Strategy's Expected Result/Impact: Increased Science STAAR scores. **Staff Responsible for Monitoring:** Foster, O'Rourke, Tannereuther **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Stemscopes Materials Kits - 211 Title I, Part A - $2,268, Stemscopes - 211 Title I, Part A - $1,500	**Dec**	**May**	**Aug** 0%

Strategy 9 Details	Formative Reviews		
Strategy 9: Close achievement gaps to no greater than 10% percentage points for all subpopulations in comparison to the all student groups.	**Formative**		
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - **Results Driven Accountability**	**Dec**	**May**	**Aug** 0%

Strategy 10 Details	Formative Reviews		
Strategy 10: Implement appropriate resources and supplemental materials in all PK classrooms.	**Formative**		
Strategy's Expected Result/Impact: Students gets an early start on basic literacy, math, science, and social emotional skills. **Staff Responsible for Monitoring:** Foster, Vinklarek **Title I:** 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Literacy, Math, Science, & Social Emotional Materials - 211 Title I, Part A - $1,982.20	**Dec**	**May**	**Aug**
			0%

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student end-of-year reading levels are not at the expected level. **Root Cause**: Need for stronger guided reading and phonemic/phonological awareness instruction across all grade levels.
Problem Statement 2: Lower than desired math benchmark and STAAR scores. **Root Cause**: Need for stronger math fact fluency and problem-solving skills across all grade levels.
Problem Statement 3: Lower than desired science STAAR scores. **Root Cause**: Need for increased hands-on science instruction and STAAR question type practice.
Problem Statement 4: Lack of growth in the areas of TELPAS. **Root Cause**: Inconsistent sheltered instruction strategy and ELPS implementation.
Problem Statement 5: Limited growth in special education scores. **Root Cause**: Inability to find additional certified special education staff to accommodate large resource groups due to the high number of students who recently qualified.

School Processes & Programs
Problem Statement 1: Need for additional student social-emotional support. **Root Cause**: Isolation due to COVID
Problem Statement 2: Need for additional student social-emotional support. **Root Cause**: Increased negative student behavior due to loss of opportunities to practice social skills.

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 2: Increase the percentage of students performing at Advance or Advanced High on TELPAS.

    Evaluation Data Sources: TELPAS Scores

Strategy 1 Details			Formative Reviews		
Strategy 1: Monitor the use of Sheltered Instruction Strategies through the use of walkthroughs			**Formative**		
Strategy's Expected Result/Impact: Increase language development and usage.			**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke					
- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** PBIS & Coaching Books - 211 Title I, Part A - $752.88					

Strategy 2 Details			Formative Reviews		
Strategy 2: Have regularly scheduled meetings to discuss needs of current Emergent Bilingual students.			**Formative**		
Strategy's Expected Result/Impact: Earlier intervention in the area of language development.			**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke					
- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4					

Strategy 3 Details			Formative Reviews		
Strategy 3: Implement Summit K12 across all grade levels K-5.			**Formative**		
Strategy's Expected Result/Impact: Increase in TELPAS scores and growth.			**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Vinklarek, Brockman, O'Rourke					
Funding Sources: Summit K12 - 199 General Fund					0%

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Lack of growth in the areas of TELPAS. **Root Cause**: Inconsistent sheltered instruction strategy and ELPS implementation.

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 49% to 53%.

HB3 Goal

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 4: Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Math from 43% to 46%

HB3 Goal

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 1: Gather feedback from parents throughout the school year.

High Priority

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in the ESF (Effective Schools Framework) Diagnostic	**Formative**		
Strategy's Expected Result/Impact: Gather parent feedback on how the campus can continually improve. **Staff Responsible for Monitoring:** Foster **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Dec**	**May**	**Aug**

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

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 2: Provide regular communication to parents regarding events and opportunities on campus

  Evaluation Data Sources: Social Media, Peachjar, Blackboard

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Peachjar and Blackboard to notify parents of events and opportunities on campus.	**Formative**		
Strategy's Expected Result/Impact: Get information to parents through multiple medias.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Create and Maintain a Parent Information HUB that provides both classroom and campus information.	**Formative**		
Strategy's Expected Result/Impact: Provide parents with a central location to locate information.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Regularly post campus highlights on BP & SES social media pages.	**Formative**		
Strategy's Expected Result/Impact: Get information to parents through multiple medias.	**Dec**	**May**	**Aug**
Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2			
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Need for additional parent involvement opportunities **Root Cause**: Visitor policy related to COVID

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 3: Provide parent involvement opportunities.

    Evaluation Data Sources: Attendance Sheets, Schedule

Strategy 1 Details			Formative Reviews		
Strategy 1: Parent/Counselor Training Sessions			**Formative**		
Strategy's Expected Result/Impact: Provide parents with opportunities to learn how to support students social/emotion health.			**Dec**	**May**	**Aug**

Staff Responsible for Monitoring: Williams, Behrens
 	
    - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1, 2 - Perceptions 2					

0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Need for additional student social-emotional support. **Root Cause**: Isolation due to COVID
Problem Statement 2: Need for additional student social-emotional support. **Root Cause**: Increased negative student behavior due to loss of opportunities to practice social skills.
Perceptions
Problem Statement 2: Need for additional parent involvement opportunities **Root Cause**: Visitor policy related to COVID

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	3	Summit K12		$0.00
				Sub-Total	$0.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	House System App		$2,400.00
1	2	4	PBIS Resources		$752.88
1	2	4	PBIS Resources		$327.40
2	1	1	Education Galaxy		$4,400.00
2	1	3	Heggerty Resources		$1,382.21
2	1	4	Resources to organize literacy libraries.		$1,863.00
2	1	5	Generation Genius		$1,000.00
2	1	5	Math & Science Hands on Resources		$474.85
2	1	5	Versatiles		$8,720.53
2	1	6	Intervention Resources		$664.00
2	1	7	Staff Development		$15,000.00
2	1	8	Stemscopes Materials Kits		$2,268.00
2	1	8	Stemscopes		$1,500.00
2	1	10	Literacy, Math, Science, & Social Emotional Materials		$1,982.20
2	2	1	PBIS & Coaching Books		$752.88
				Sub-Total	$43,487.95