

Executive Summary

**Bray
Elementary
2010-2011**



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

**Campus Improvement Plan
Bray Elementary School
Robert Johansen, Principal**

Information

The mission of Bray Elementary is to provide a quality education to every child, every day, whatever it takes. The vision for Bray Elementary is to be a Premier school providing our community with a World-Class education system. Our values are to make the most of every opportunity, every day, to successfully teach to all of our students. When you enter our classrooms, you will see routines and procedures being enforced to instill a safe and orderly classroom. You will see teachers modeling and encouraging respect for everyone. In the classroom, we provide a variety of learning opportunities and activities that meet all of our students' needs. We have a supportive environment in which students are encouraged to be creative and independent individuals. Students and teachers make the most of every opportunity to learn from each other. You will see parents and teachers working together to do what is best for each individual child. There are clear and high expectations for each individual child, and a "CAN DO" attitude with to willingly accept any and all challenges.

Bray Elementary School is dedicated to Floy Bray who was a first grade elementary teacher in Cedar Hill for over fifty years. Cedar Hill School, as it was known then, was built around 1901 and was a large brick two-story building with massive white columns in front. It was the only school in Cedar Hill until the 1950's. A large bell would ring every school morning at 8:00 A.M. to alert students that they had one-half hour to get to school on time. The bell now sits in front of Fire Station #1 on Beltline Road. The gym was constructed in 1936, and when the brick two-story school was demolished in the early 1950s, the current first grade wing was built. The school added additional wings throughout the years.

The Bray community is an older, established community with many homes containing lifetime residents from the original community. There is a part of the population that has relocated here from various places in the immediate metroplex. The pride of Cedar Hill is that generational families have passed through Bray Elementary. We even have grandkids attending from this community. Due to aging neighborhoods and vast areas of undeveloped land, Bray's enrollment has remained near 300 for several years

In the 2009 -2010 school year, Bray Elementary School served 315 Pre-Kindergarten-4th grade students in a self-contained configuration. There were 49% males and 51% female students. Of those 48% were African American, 24% Caucasian, 32% Hispanic, and 4% Asian/ Native American. This year Bray Elementary had 54% Economically Disadvantaged students, 6% Special Education students, 4% Gifted and Talented students, 18% Title I students, 30% At Risk students, and 4% ESL students.

The faculty/staff consists of 25 professionals, 9 full-time paraprofessionals that assist in campus instruction, which includes the LEVELs/ BAC classes for the district, and two full-time paraprofessionals in the office. We have one full-time permanent substitute that assists with the nurse duties. We have 5 that work in food service or custodial services for Bray Elementary. We have one crosswalk guard for the morning and afternoon. Of the 40 that work on this campus 50% are Caucasian, 35% African American, 8% Hispanic, 5% Native American, and 2% Asian/ Native American.

Academically, Bray Elementary School excels! In 1996 and 2000, Bray received a "Recognized" accountability rating by the Texas Education Agency (TEA). For the years 1997, 1998, 1999, 2001, and 2002, Bray earned an "Exemplary" TEA accountability rating. During the 2002-2003 school year, the Texas Education Agency adopted a new accountability system called the Texas Assessment of Knowledge and Skills (TAKS). Since the 2003 TAKS reflected a new accountability system, no Texas schools were rated under this more rigorous system. In 2004, 2005, Bray was rated "Exemplary" and received Gold Performance Acknowledgement for commended performance in Reading, Writing, and Math. For the 2006 school year, Bray received a "Recognized" accountability rating with Gold Performance Acknowledgements for Commended Performance in Reading, Writing, Math, and for Comparable Improvement in Math. During the 2007, 2008, and the 2009 school year, Bray excelled by receiving an exemplary accountability rating and a Gold Performance Acknowledgement in 4th grade TAKS Writing Test. In 2010, Bray received an Exemplary rating.

Comprehensive Needs Assessment

The SBDM team at Bray Elementary utilized numerous sources of data and information sources to identify priorities and needs for inclusion in the 2010-2011 Campus Improvement Plan. The data sources include:

TAKS

Bray is strong in TAKS passing for every student. We will maintain the exemplary rating without TPM. Our systems we use will keep our instruction strong and the student achievement high. We will maintain or improve the Special Education subgroup (6% of student population) scores of . We will take three benchmark tests to monitor student progress in the TAKS objectives and build stamina for the tests.

Commended

We will increase the commended scores in Reading (63%) and Math (56%), but specifically concentrating on improving commended scores on the Writing TAKS (36%). We will go back one year to implement the strategies that saw our Writing TAKS Commended at 46%. We had great results in the editing and missed the 70% commended mark because of the essay portion of the testing.

Formative Assessment

To reach our goal of 90% passing the Formative Assessments we will implement specific strategies that work for us in classes but will utilize them school-wide to increase scores. We will continue to read across the curriculum to include more Science and Social Studies in our Reading Programs to increase those scores. Each teacher will utilize the C Scope testing to monitor student progress. We will increase the use of technology to make learning more relevant for all students. We will utilize staff development and instructional strategies to increase scores in the Formative Assessments in Science and Social Studies.

ITBS

We will use instructional strategies to increase ITBS scores. As teachers refine the art of instruction, they will become more effective as they teach. This test requires students to use higher order thinking skills in order to increase scores. With the strategies students will be able to skillfully dissect passages and problems to understand the how to derive the answers better.

Advanced Academics

The Advanced Academic classes will continue to be challenged to excel in their academics. Our campus goal is to have each class operating at a high level. As we challenge the Advanced Academic class, we also raise our expectations for the regular classrooms. With all teachers trained in the Needs of the Gifted Learner, every classroom is expected to perform on a higher level.

School Climate

Overall Bray had a very favorable school climate. The surveys scored in the 90th percentile for positive workplace. We will continue our surveys and monitor how to best serve our staff, parents, and students in interest of keeping the positive climate in our building.

Attendance

Bray met its goal for student attendance (97%). We also met our staff goal for attendance. The goal that we will work to decrease is the number of truant cases. Bray had 2% in truant services. Our goal was 1%. We will continue to work with the parents and guardians to decrease the cases. What helps us is the positive climate that has been developed which took the 'school is to blame' attitude. The issues are now family based. We have the Parent Connect program that will add support to families to help them be more successful in their academic attendance.

Inquiry Process and Analysis

After reviewing our Comprehensive Needs Assessment to determine our SMART goals, Bray Elementary has identified specific goals to increase success in student learning. Our goal is to increase our TAKS commended performance and Special Education TAKS performance. Since our scores are already at an Exemplary level, Bray

will work to eliminate the gap for non-commended students. We will utilize differentiated instruction, progress monitoring, and assessment results to address specific needs. We will provide various measures of student assessments by analyzing disaggregated data. By disaggregating data, we can closely monitor student weaknesses and develop specific tailored instructional strategies to augment student performance.

Quality Design and Planning

The TAKS data shows Bray Elementary strong in all tested areas. Before TPM, 91% to 100% of the grade levels met state standards as a campus. The subgroup data shows that 86% to 100% met state standards. This is a show of strength for Bray Elementary coming from all stakeholders involved. The community, parents, students, staff, teachers, campus administration, and district administration helped make us successful in this area. With the TPM, the student passing percentage was 96 and above as a campus and 96 and above in the subgroups. The lowest percentage before TPM, which was the White and Economically Disadvantaged subgroups in the Writing TAKS of 86%, was raised to 94% and 100% respectively using the TPM.

This last year the commended Scores for TAKS went up in Math and Reading. The Commended scores in the TAKS Writing went down. We will go back and return to the strategies that brought these scores to an impressive number. The lack of emphasis made a difference in student scores.

Eighty percent of the Special Education students passed the TAKS testing. Under NCLB (No Child Left Behind Act) there is an increased responsibility to teach to all students. These students are counting on the campus reports as the accountability to teach all students increases. We are charged with bringing quality instruction to every classroom, every subgroup, and every child. TPM will assist in obtaining this goal as the yearly progress for every student will be measured.

The target for each student is 50% or above on the ITBS testing. With the Literacy Action Plan, increased rigor in classroom instruction, integration of the curriculum, differentiation of instruction, staff development/ workshops, the Summer Extended Activities, the Bray Summer Fine Arts Camp, the Bray Summer Bridge Academic Camp, implementing campus wide academic strategies, and monitoring student achievement will help us meet the district goals on the ITBS.

We have a diverse student population that has changed from the past years. The instruction has proven again this year that we are making great strides in teaching all students. The TAKS scores look very good in each subgroup.

Our student demographics have been changing each year. Our teacher demographics do not match this change. It is our goal to add Hispanic and African American teachers to our staff to help the school and community reflect

each other in this regard.

Through our implementation of the Character Education Program, Bray Elementary discipline referrals, as reported by PEIMS, were reduced by 35% over the past year to 73 in the 2009-2010 school year. In conjunction with the Character Education Program, discipline referrals have decreased due to effective instruction and active engagement of students.

In addition, Bray will continue to emphasize Science and Social Studies this year. Data based on the District Assessments show Bray performing at or above the goal of 80% in the grade levels except in Science and Social Studies. We will increase the use of technology in all classrooms as well as attending the science lab twice a week to help increase these scores. We will support school-wide programs for Science and Social Studies and integrate Reading and Math with Science and Social Studies materials.

The Health goals will be met using the CATCH Program through Physical Education. The Cafeteria staff, PE Staff and teachers will implement district policy for student success. Student success will be monitored by the PE staff, Cafeteria staff and SHAC Committee.

Continuous Improvement Monitoring and Evaluation

Curriculum decisions will be evaluated with the District Assessments, TAKS, ITBS, TPRI, and DRA results. At-Risk students, determined by test results, will be serviced through Literacy Lab with the Literacy Action Plan, Project Read, after school tutoring, small group pullouts, and the Math Measurement Lab. We will supplement these programs with TEKS Tune-Ups, Study Island, Mountain Math, Mountain Language, Target the Question, Keep On Reading Science, Keep On Reading Math, Vocabulary Adventures, Measuring Up, Vantage Math Intervention Tool Kit, and Peoples Education Intervention Toolkits for Reading and Math. We will increase technology use and upgrades to reach the 21st Century Learner. Teacher lesson plans will be monitored weekly as to content and quality for maximized student achievement. The 3-Minute Walk-Through will monitor teacher effectiveness as to the goals of the school and district.

Quality staff development and weekly teacher conferences will guide classroom rigor and expectations to meet these goals.