

**Smithville Independent School District
Smithville Elementary-Brown Primary
2021-2022 Campus Improvement Plan**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brown Primary is an EE through Kindergarten campus. The current total enrollment is 192 and consists of 4 students in early education classes, 57 students in pre-k, and 131 students in kindergarten. 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

- Enrollment EE: 4
- Enrollment PK: 57
- Enrollment Kinder: 131
- Total Student Enrollment: 192

	Total Students	% of Students
African American	15	8%
American Indian/Alaskan Native	0	0%
Hawaiian/Pacific Islander	0	0%
Asian	0	0%
Hispanic	42	22%
White	107	56%
2 or More Races	12	6%
504	0	0%
GT	0	0%
Sped	18	9%
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

- Enrollment 1st: 133
- Enrollment 2nd: 117
- Enrollment 3rd: 131
- Enrollment 4th: 133
- Enrollment 5th: 121
- Total Student Enrollment: 635

	Total Students	% of Students
African American	40	6%
American Indian/Alaskan Native	1	<1%
Hawaiian/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

	Total
Certified Teachers	12
Paraprofessionals	10
ESL Certified Teachers	6
Sped Certified Teachers	2

Smithville Elementary Teacher Demographics

	Total
Certified Teachers	49
Paraprofessionals	20
ESL Certified Teachers	24
Sped Certified Teachers	6

Demographics Strengths

Strengths in the area of demographics include:

- Retention of experienced teachers
- High number of ESL certified teachers
- Increasing number of GT students

Student Learning

Student Learning Summary

TPRI Data: 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. As seen on the chart below, Brown Primary had tremendous growth in these areas.

	2017-2018			2018-2019			2019-2020		2020-2021			
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	BOY	MOY	EOY	
Kinder	14.4%	75.2%	91.3%	34%	88%	92%	25%	99%	21%	74%	88%	
1st Grade	23.3%	67.2%	81.1%	35%	81%	88%	45%	100%	21%	55%	69%	
2nd Grade	37.9%	57.7%	75.5%	38%	59%	77%	63%	93%	42%	58%	75%	
3rd Grade	TPRI Not Tested from 2017-2020									50%	72%	82%

BAS (Benchmark Assessment System) Data: The BAS assessment provides teachers with an instructional reading level. The chart below indicates student EOY scores. As seen on the chart below, Brown Primary has areas of growth in comprehension and accuracy, the two areas that the BAS assessment scores.

	% of Student Leaving Below Grade Level			% of Student Leaving On or Above Grade Level		
	2018- 2019	2019- 2020	2020- 2021	2018- 2019	2019- 2020	2020- 2021
Kinder	20.82%		37%	79.9%		63%
1st Grade	22.53%	Data Not Available Due To COVID-19 Closure	59%	77.45%	Data Not Available Due To COVID-19 Closure	41%
2nd Grade	33.98%		27%	66.12%		63%
3rd Grade	Testing Not Completed at Elementary During These Years.					65%
4th Grade				Testing Not Completed at Elementary During These Years.		
5th Grade						26%

Benchmark Data by Grade Level:

	Reading					Math				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1st Grade	84.47%	85.83%	90%	Data Not Available Due To COVID-19 Closure	71%	70.78%	66.94%	78%	Data Not Available Due To COVID-19 Closure	72%
2nd Grade	80%	83.87%	80.8%		70%	61.11%	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 “Not Rated” for state accountability purposes.

	Approaches			Meets			Masters		
	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
3rd Reading	69%		71%	29%		37%	18%		18%
3rd Math	73%		70%	37%		45%	13%		22%
4th Reading	64%	Data Not Available Due To COVID-19 Closure	74%	34%	Data Not Available Due To COVID-19 Closure	45%	14%	Data Not Available Due To COVID-19 Closure	24%
4th Math	60%		69%	28%		50%	12%		32%
4th Writing	55%		53%	29%		33%	6%		5%
5th Reading	80%		67%	51%		40%	22%		29%
5th Math	86%		77%	58%		54%	34%		29%
5th Science	76%		66%	51%		35%	20%		11%

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.

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

Due to the loss of related to COVID, we are not seeing the continual growth in our previous strengths. Current strengths include:

- Increased STAAR scores in multiple grade levels and subjects in the areas of Approached, Meets, and Masters.
- Outperformed the state on multiple areas of STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student end-of-year reading levels are not at the expected level. **Root Cause:** Learning loss due to COVID.

Problem Statement 2: Student end-of-year reading levels are not at the expected level. **Root Cause:** Need for stronger guided reading instruction across multiple grade levels.

Problem Statement 3 (Prioritized): Student end-of-year reading levels are not at the expected level. **Root Cause:** Needs for stronger phonemic and phonological awareness instruction across multiple grade levels.

Problem Statement 4 (Prioritized): Lower than desired math benchmark and STAAR scores. **Root Cause:** Need for stronger problem-solving skills across multiple grade levels.

Problem Statement 5 (Prioritized): Lower than desired math benchmark and STAAR scores. **Root Cause:** Need for stronger math fact fluency across multiple grade levels.

Problem Statement 6 (Prioritized): Lower than desired science STAAR scores. **Root Cause:** Need for increased hands-on science instruction across multiple grade levels.

School Processes & Programs

School Processes & Programs Summary

Professional Practices:

- **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

Programs and Opportunities for Students:

- **Daily Intervention Time:** All students participate in a 45-minute to 60-minute intervention block designed to address gaps in student learning.
- **2nd Grade Class Reduction:** In an effort to keep class sizes small, Smithville Elementary has a class reduction teacher in 2nd Grade.
- **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.

Procedures:

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

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 emotion support. **Root Cause:** Isolation due to COVID

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

Problem Statement 4 (Prioritized): An increasing number of economically disadvantaged students. **Root Cause:** Shifting Demographics

Problem Statement 5 (Prioritized): An increasing number of LEP students. **Root Cause:** Shifting Demographics

Perceptions

Perceptions Summary

Our mission is to nurture and grow ALL “tiger cubs” - socially, emotionally, physically, and academically. Our staff is dedicated to this mission and shows their dedication to this through counseling, character education, PBIS, PLCs, Enrichment Days, and various other means.

Staff Perceptions/Engagement: At the end of the 2020-2021 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 2020-2021 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

Student Perceptions/Engagement: At the end of the 2020-2021 school year, BP & SES administration conducted a student survey.

Survey highlights include:

- Students feel like their teachers are kind and want them to learn
- Students are happy to be at school

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:** Reconfiguration of Brown Primary and Smithville Elementary

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

Problem Statement 3 (Prioritized): An increasing number of At-Risk students. **Root Cause:** Low performance on early reading assessments.

Priority Problem Statements

Problem Statement 7: Need for additional student social emotion support.

Root Cause 7: Isolation due to COVID

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 3: Need to adjust mission/vision of campuses

Root Cause 3: Reconfiguration of Brown Primary and Smithville Elementary

Problem Statement 3 Areas: Perceptions

Problem Statement 6: Need for additional student social emotion support.

Root Cause 6: Increased negative student behavior due to loss of opportunities to practice social skills.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 2: Need for additional parent involvement opportunities

Root Cause 2: Visitor policy related to COVID

Problem Statement 2 Areas: Perceptions

Problem Statement 8: Student end-of-year reading levels are not at the expected level.

Root Cause 8: Needs for stronger phonemic and phonological awareness instruction across multiple grade levels.

Problem Statement 8 Areas: Student Learning

Problem Statement 1: An increasing number of At-Risk students.

Root Cause 1: Low performance on early reading assessments.

Problem Statement 1 Areas: Perceptions

Problem Statement 9: Lower than desired math benchmark and STAAR scores.

Root Cause 9: Need for stronger problem-solving skills across multiple grade levels.

Problem Statement 9 Areas: Student Learning

Problem Statement 5: An increasing number of economically disadvantaged students.

Root Cause 5: Shifting Demographics

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 10: Lower than desired math benchmark and STAAR scores.

Root Cause 10: Need for stronger math fact fluency across multiple grade levels.

Problem Statement 10 Areas: Student Learning

Problem Statement 4: An increasing number of LEP students.

Root Cause 4: Shifting Demographics

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 11: Lower than desired science STAAR scores.

Root Cause 11: Need for increased hands-on science instruction across multiple grade levels.

Problem Statement 11 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- 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, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data






Goals

Revised/Approved: November 5, 2021

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 Strategy's Expected Result/Impact: Increase students' ability to react to conflict appropriately. Staff Responsible for Monitoring: Foster, Behrens, Williams, J. Goertz Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative		
	Dec	May	Aug
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:




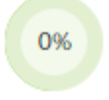




School Processes & Programs
Problem Statement 2: Need for additional student social emotion support. Root Cause: Increased negative student behavior due to loss of opportunities to practice social skills.

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

Performance Objective 2: Implement campus-based PBIS systems.

Targeted or ESF 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 Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease of office referrals and reflections. Staff Responsible for Monitoring: Foster, O'Rourke, Brockman, PBIS Committee Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative		
	Dec	May	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Kelso Coins at BP Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease of office referrals and reflections. Staff Responsible for Monitoring: Foster, Vinklarek, PBIS Committee Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative		
	Dec	May	Aug
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement CHAMPS program. Strategy's Expected Result/Impact: Increased student understanding of classroom expectations. Staff Responsible for Monitoring: Foster, O'Rourke, Brockman, Vinklarek Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	May	Aug
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Create campus PBIS Committee to evaluate discipline and PBIS data Strategy's Expected Result/Impact: Increased understanding of behaviors, consequences, and needed reteaching on campus. Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	May	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:







School Processes & Programs

Problem Statement 2: Need for additional student social emotion 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. Strategy's Expected Result/Impact: More effectively track student visits to the counselor and effectively communicate completed visits to staff. Staff Responsible for Monitoring: Williams, Behrens Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2	Formative		
	Dec	May	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide group counseling opportunities for students. Strategy's Expected Result/Impact: Provide social-emotional support to students in need. Staff Responsible for Monitoring: Williams, Behrens Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2	Formative		
	Dec	May	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Need for additional student social emotion support. Root Cause: Isolation due to COVID
Problem Statement 2: Need for additional student social emotion 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 C or better for the 21-22 school year.

Targeted or ESF High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Lexia Phonemic Awareness Program Strategy's Expected Result/Impact: Increased reading and phonological awareness scores. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3 - Perceptions 3	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Education Galaxy for Math, Science, ELA supplemental instructional support. Strategy's Expected Result/Impact: Increased scores in math and science. Staff Responsible for Monitoring: Foster, Brockman, O'Rourke Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 4, 5, 6 - Perceptions 3	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
Strategy 3: Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment Strategy's Expected Result/Impact: Create well-balanced focus lesson plans and assessments that target the needs of all students and monitor student progress. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3, 4, 5, 6 - School Processes & Programs 4, 5 - Perceptions 3	Formative		
	Dec	May	Aug
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Student end-of-year reading levels are not at the expected level. Root Cause: Needs for stronger phonemic and phonological awareness instruction across multiple grade levels.
Problem Statement 4: Lower than desired math benchmark and STAAR scores. Root Cause: Need for stronger problem-solving skills across multiple grade levels.

Student Learning

Problem Statement 5: Lower than desired math benchmark and STAAR scores. **Root Cause:** Need for stronger math fact fluency across multiple grade levels.

Problem Statement 6: Lower than desired science STAAR scores. **Root Cause:** Need for increased hands-on science instruction across multiple grade levels.

School Processes & Programs

Problem Statement 4: An increasing number of economically disadvantaged students. **Root Cause:** Shifting Demographics

Problem Statement 5: An increasing number of LEP students. **Root Cause:** Shifting Demographics







Perceptions

Problem Statement 3: An increasing number of At-Risk students. **Root Cause:** Low performance on early reading assessments.

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 Strategy's Expected Result/Impact: Increase language development and usage. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 5	Formative		
	Dec	May	Aug
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Have regularly scheduled meetings to discuss needs of current ELL students. Strategy's Expected Result/Impact: Earlier intervention in the area of language development. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 5	Formative		
	Dec	May	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:






School Processes & Programs
Problem Statement 5: An increasing number of LEP students. Root Cause: Shifting Demographics

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.

Targeted or ESF High Priority

Evaluation Data Sources: Surveys, ESF Diagnostic

Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in the ESF (Effective Schools Framework) Diagnostic 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 - Targeted Support Strategy Problem Statements: Perceptions 1, 2	Formative		
	Dec	May	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Need to adjust mission/vision of campuses Root Cause: Reconfiguration of Brown Primary and Smithville Elementary
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 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. Strategy's Expected Result/Impact: Get information to parents through multiple medias. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a Parent Information HUB that provides both classroom and campus information. Strategy's Expected Result/Impact: Provide parents with a central location to locate information. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
Strategy 3: Regularly post campus highlights on BP & SES social media pages. Strategy's Expected Result/Impact: Get information to parents through multiple medias. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
	Dec	May	Aug
No Progress 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 Strategy's Expected Result/Impact: Provide parents with opportunities to learn how to support students social/emotion health. Staff Responsible for Monitoring: Williams, Behrens Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	May	Aug
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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