

San Antonio Independent School District

J.T. Brackenridge Elementary

2022-2023 Campus Improvement Plan



San Antonio Independent School District

J. T. Brackenridge
Elementary School

Mission Statement

Our mission is to ensure every child meets or exceeds their growth in Math and Reading, leading to improved student achievement.

Vision

Our vision is to improve the community by ensuring all students graduate at, or above, grade level.

Core Values

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Student Centered
High Expectations
Commitment
Passion
Integrity
Respect
Teamwork

Guiding Pillars

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We all can "Work Hard. Be Great. Have Heart!"
We all believe Students are First
We all believe Teachers are Leaders
We all believe Parents are Partners
We all believe TEAMWORK is at the Heart of Great Student Achievement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

JT Brackenridge, campus 110, is a PreK-5th grade school that offers monolingual and dual language programs. We are located on the west side of San Antonio, near downtown. Based on the latest data from the 2021-2022 school year, our school's mobility rate is 25.8%, which is slightly above the district rate of 25.2% and greater than the state's rate of 15.3%. Our student attrition rate is 31.8%. Though there is this turnover, the students are overall well-behaved, and JT Brackenridge does not face significant daily discipline concerns. We also host the district's Disciplinary Alternative Education Program (DAEP) as a separate campus (180). The DAEP population is in constant fluctuation since students are assigned placement for up to 35 days at a time. Hearing officers assign placement for egregious disciplinary infractions that occur at any of SAISD's elementary campuses. We work with our students on positive choices (PBIS) and restorative practices for both campuses.

As of June 2022, JT Brackenridge has a tentative enrollment of 450 students from grades PK-5th. 2% of our population is Asian, 2% of our population is Black, 94% is Hispanic, 2% is White. Our LEP population includes 55 students; 52 of those students are enrolled in dual language classrooms. 99.7% of our population is economically disadvantaged and 70.8% of our students are considered to be At-Risk. 26 of our students are identified as homeless. We have 66 students who receive special education services which is 10% of the student body and 14 of our students receive gifted and talented programming (2%).

JT Brackenridge Staff consists of teachers with varied levels of experience. The majority (35%) hold 6-10 years of experience, followed by 25% with 11-20 years of experience, 23% with 1-5 years of experience, and finally 10% with 20 or more years of experience. Representation includes 83% identifying as Hispanic, 10% identifying as White, and 7% Black, mirroring the student population.

JT Brackenridge's family engagement and family outreach had decreased significantly due to the pandemic. Despite this setback, we collaborated and coordinated during the 2021-2022 school year allowing JT Brackenridge to maintain our partnerships including, but not limited to, Assistance League, Blessings in a Backpack, YMCA, and the Grace Avenue Church. These organizations supported us with school supplies, snack packs for students, after-school care, virtual extracurricular activities due to the pandemic, and other campus/community support. We also maintained our family events with a Field Trips, Family Literacy Night, Family Math Night, Awards Ceremonies, and other events, with many students and their families attending. We have maintained our work with Community in Schools with our social worker supporting a caseload of 80 students.

Demographics Strengths

JT Brackenridge has an instructional leadership team that consists of two Instructional Coaches, two Counselors (with one also holding DAEP responsibilities), two Assistant Principals (with one holding DAEP responsibilities), and the Principal. The instructional coaches provide direct support to the teachers through coaching, mentoring, modeling, and assisting with small group interventions. Our counselors provide direct guidance classes to each grade level weekly in addition to coordinating events for 5th grade transitions, career day, and direct counseling for referred students. In addition, our counselor with DAEP responsibilities also provides services to district students in the DAEP as needed.

30/35 of the teachers hold a bachelor's degree and 10/35 hold a master's degree. The Counselors hold a master's degree, the Assistant Principals hold a master's degree, and the Principal holds a master's degree in Educational Leadership. Of the teachers at JT Brackenridge, 5 were designated and have served as Master Teachers. Three of those teachers have reached higher designations under a new and more advanced Master Teacher District Program, now labeled as Recognized teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over the past eight years, student attendance and enrollment has dropped from approximately 96.5% ADA to 89.1% ADA and 741 students to 450 students, respectively. **Root Cause:** We do not have a systemic approach to monitoring and tracking chronic absenteeism, adjusting based on real-time data and engaging in action-planning with families regarding next steps for attendance support/consequences. Also, we are not actively recruiting with our local community through consistent procedures, or events.

Student Learning

Student Learning Summary

Before 2017, JT Brackenridge had been struggling for some time academically. In 2018, under the direction of a new Principal, the campus earned a "C" rating from the state of Texas. In 2019, JT Brackenridge received the addition of 6th grade due to construction at the local feeder middle school, in addition to other campus changes, and earned an "F" accountability rating from the state of Texas. Based on data from MAP and campus-based assessments, we were projected to score at least a "D" rating or higher in 2020. Due to the student growth we had observed, several staff members were disappointed when STAAR was cancelled in 2020 due to the COVID-19 pandemic. As with other campuses, we experienced many challenges due to COVID for the 20-21 school year. We started off with 100% remote instruction, gradually increasing our percentage of in-person scholars throughout the year. Conducting both virtual and in-person instruction simultaneously was a challenge, but teachers worked hard to close learning gaps and meet students' instructional and social-emotional needs. No school ratings were given for the 20-21 school year due to a Declared State of Disaster. The STAAR accountability report for 20-21 shows a decline in the Student Achievement Domain from 2019, and Academic Growth was not calculated for 2021. For the 2021-2022 school year, STAAR performance increased overall, specifically with School Progress and Closing the Gaps, earning a "B" rating from the state of Texas.

JT Brackenridge has the following student groups in the accountability system: All, Economically Disadvantaged, Hispanic, African American, White, Special Education, Special Education Former, English Language Learners 4+ years, Continuously Enrolled, and Non-continuously Enrolled. When looking at data by these sub-populations it is easy to see that JT Brackenridge performed higher in all areas in 2018 and 2019 when compared to 2021, with the exception of 6th grade Math Special Education students. The data indicates achievement in math and reading for each of our student groups. Our current area of focus is Academic Growth for all students in both reading and math. To address our students' learning needs, teachers engage in Professional Learning Communities (PLC's), receive lesson plan feedback, and began participating in individual data meetings. Additionally, all K-3 teachers, Instructional Coaches, Assistant Principals, and the Principal participated in the state-required Texas Reading Academy.

MAP, measure of academic progress, is the assessment we administer three times per year in grades kindergarten through 5th grade. It measures academic growth based on national norms and lets us know if students are performing on grade level, below grade level, or above grade level in math and reading. We look at these assessments to see how students are progressing during the year and use this information to adjust instruction. We look to see if students met or exceeded their projected growth, or the growth an average student in that grade would make by the middle and end of the year. It is clear COVID impacted the academic growth of JT Brackenridge students in 2021 when compared to the performance in 2019, pre-pandemic. Students in all grade levels showed a decrease in scores for the 2020-2021 school years in both math and reading. Less than 50% of students met their expected growth based on the 2021 EOY data. For the 2021-2022 school year, MAP performance increased overall, specifically when looking at academic growth, with many scholars/classes achieving near, or over, 100% cumulative growth in math and reading.

For a deeper analysis, please refer to the addendum on student data.

Student Learning Strengths

JT Brackenridge has the potential and capability to turn around student achievement and ensure scholar growth as demonstrated by our 2018 performance, earning a "C" rating. Despite the impact of COVID-19, 5th grade showed the highest percentage of students scoring at Approaches, Meets, and Masters for the Reading STAAR Assessment, with 43% of students achieving at Approaches, 20% at Meets and 8% at Masters. As a campus, we plan to employ several strategies to help all students learn and grow such as flexible grouping, accelerated instructional plans, individual goal setting, and interventionist support.

For the 2021-2022 school year, the majority of scholars in 4th and 5th grade, with the systematic support of teachers, achieved their expected or accelerated growth. The campus earned a "B" rating from the state of Texas under the accountability system. Reading continues to be a strength for our campus, with 53% achieving at Approaches, 23% at Meets, and 11% at Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to 2022 End of Year MAP Data, 68% of students are in Tier 2 and 3 for Math, and 65% of students are in Tier 2 and 3 for Reading. **Root Cause:** Tier 1 instruction for some teachers and grade levels is not aligned or developed at an effective level, with appropriate supports for small-group or individualized instruction.

Problem Statement 2 (Prioritized): According to 2022 STAAR Data, 67% of students are not meeting or approaching grade level expectations for Math in grades 3 through 5, 47% of students are not meeting or approaching grade level expectations for Reading in grades 3 through 5, and 79% of students are not meeting or approaching grade level expectations for Science in grade 5. **Root Cause:** Accelerated instruction for scholars has not been scaffolded or planned appropriately based on data and aligned to the rigor/expectations of the TEKS.

Problem Statement 3 (Prioritized): As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

School Processes & Programs Summary

JT Brackenridge Elementary is located in the heart of San Antonio, specifically the 78207 area where the population density is 7,644 with a median household income of \$23,801. Our campus provides diverse services to approximately 453 scholars in grades PK/Headstart to 5th grade. Academic offerings include Headstart, Dual Language, Gifted and Talented, and Special Education. After-school programs include YMCA programs, tutoring and specialized clubs such as a running ("Girls on The Run") and Art clubs, facilitated by JT teachers.

Systematic processes and programs have been at the core of JT Brackenridge Elementary's mission toward ensuring effectiveness within all campus components; such as data analysis, staff hiring, multiple systems of scholar support such as MTSS (Multi-tiered System of Support), Dual Language/ESL programs, and PBIS (Positive Behavior Interventions and Support), as well as strong family and community initiatives.

Processes:

Instruction at JT Brackenridge is driven by a curriculum that is aligned to the Texas Essential Knowledge Skills (TEKS) and campus-wide best practices that are communicated to staff as non-negotiable. Best practices include (but not limited to) the Gradual Release of Responsibility (GRR) instructional model, weekly lesson plans, targeted and posted learning objectives, student-centered activities, student data analysis, and higher-order questioning. Teachers (Kinder - 5th) are provided weekly opportunities, during PLC (Professional Learning Communities), to extend conversations about additional best practices specific to JT. In 2019 the process in how PLCs are conducted shifted from an administrator-led environment to teacher-led meetings, which increased autonomy and leadership opportunities for staff. During these collaborations, teachers led discussions and reached agreements on enhancing best practices for specific instructional topics such as vertical alignment within upper grade levels, more targeted strategies and activities driven by MAP data, teacher alignments to TEK objectives and formative assessments, as well as reading and math initiatives among primary grade levels. PLC meetings occur once a week, every week by grade levels.

Data analysis has recently been at the core of JT Brackenridge's professional development. The district's Accountability and Compliance team played a critical role in guiding teachers on how to navigate though STAAR and MAP data more effectively when grouping scholars and targeting wide learning gaps. Teachers at JT Brackenridge work hard toward refining their understanding and ability on using assessment data. Although data discussions are common themes during PLC meetings, it was recognized that teachers needed additional support on how to master the art of using data in influencing substantial and consistent growth within scholars. This realization prompted the development of 1:1 data meetings between a teacher, the Principal/Assistant Principal, and one instructional coach. The 1:1 meetings occur about every 9 weeks. During the meetings, assessment data is reviewed (particularly MAP quadrants and outliers), strategies that focus on adjusting instruction to meet each scholars' learning needs is discusses. All teachers are provided with a data binder and templates to record and track scholar data. The data meetings have become a work space that helps teachers inform planning and instruction more effectively, as well as promote a common instructional language across all grade level teams.

The relation between effective teachers and scholar success encourages leadership team to recruit high-quality teachers with a growth mindset. Teachers who are in their first or second year of teaching are assigned a mentor that is trained through the SAISD mentor program. Instructional coaches, district specialists, administration coach teachers in content as well as classroom management. In the past, JT Brackenridge has hired UTSA and Texas A&M San Antonio clinical teachers, many who have remained at the campus for over ten years.

Programs:

MTSS (Multi-tiered system of support) program responds to scholars who struggle with academics, attendance, social skills, or emotional needs. Through MTSS meetings, teachers, administrators, and parents/diagnostician/LSSP, review data and work samples to implement interventions and set goals. Progress monitoring is documented in Branching Minds. As scholars continue to struggle despite interventions, they are referred to Dyslexia/504 or Special Education for evaluation. In Spring 2019, MTSS Committee generated 29 Special Ed referrals and 23 Dyslexia referrals. Referral rates dropped significantly in 2020 and 2021 due to Covid. Spring 2020 indicated 15 Special Ed referrals by March school closure, with approximately 14 Dyslexia referrals initiated. Spring 2021 reflected 17 Special Ed referrals and 10 Dyslexia referrals. JT Brackenridge had 62 identified Special Education scholars in 2020-2021, with 18 moving on to Tafolla as 6th & 7th graders. There were 43 Special Education scholars for 2021-2022, with approximately 10 scholars in the referral process. Allocations changed from 3 GEC teachers/1 IA to 1 GEC teacher/1 IA. In 2020-2021, JT Brackenridge added a BSC Unit that was supported by 1 teacher and 2 Instructional Assistants. In 2021-2022, there were 59 Special Education scholars, with approximately 30 scholars in the referral process. We are adding an ACE Unit for the 2022-2023 school

year that will be supported by 1 teacher and 2 Instructional Assistants.

JT Brackenridge is one of 30 SAISD Elementary campuses that has an established Dual Language/ESL program across all grade levels (PK-5). The campus sub populations includes 12% LEP (Language English Proficient), 11.5% Bilingual, and 1.5% ESL (English Second Language). Teachers receive targeted training, such as "7 Steps to a Language-Rich Classroom", to help develop literacy and cross-curricular cognition skills in English and Spanish across all content areas. In 2021, JT developed a Cultural Diversity Committee to promote the importance of cultural awareness and to create a sense of belonging among all scholars through monthly culture celebrations.

During our data analysis, we also noticed that not all teachers received targeted, embedded professional development. This disparity was also noticed when looking at highly effective teachers who were receiving the same professional development as novice teachers, which they did not need.

School Processes & Programs Strengths

JT Brackenridge strives to empower families to support scholars. JT Brackenridge has been allocated a full time Community Liaison/Family and Community Engagement Specialist (FACE) for approximately 23 years. In 2019, Communities in School (CIS) was added to the campus affording a campus-based Social Worker to service scholars and their families. Through City of San Antonio Head Start, two Family Support Workers (FSWs) support Head Start families.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a large gap in student achievement between Math/Science and Reading on district-level assessments, MAP, and STAAR (Math: 20%, Science: 32%) **Root Cause:** Professional development plan is not consistent or aligned to teacher needs, per individual, grade level, and content.

Perceptions

Perceptions Summary

Culture, climate, values, and beliefs are important parts of our work at JT Brackenridge. Every year we seek input from staff, students, and parents to help us improve these areas and procedures of our campus. We collect data on these topics in a variety of ways. Perceptions data from students, parents, and teachers is collected via survey, such as Insight (for teachers) or the Social Emotional (SEAD) survey that was administered to 3rd, 4th, and 5th grade students, with strong participation rates in both. Student responses in grades 3-5 indicated that 70% felt a sense of belonging, 63% consider the perspectives of others and emphasize with them, 61% felt they self-manage appropriately, 54% felt they have a growth mindset, and 53% felt the school safety was favorable. Our data analysis revealed we may not have a clear focus on self-management strategies and vocabulary, resulting in the 10th percentile when compared nationally.

In addition, parents and community members play an active role on our Campus Leadership Team (site-based decision making committee). Our CLT members consist of school personnel, community members and parents. Community members are invited to be part of the team. We often identify these community members through our current partnerships with different entities. Parents are invited to join us as well. Often these are parents who are active in school initiatives and who remain invested in our campus, through our PTO. Our CLT meets monthly in an advisory capacity for administration. They convene to review the Title I budget expenditures each year, to receive updates on the most current campus assessment data, and to review the Campus Improvement Plan and the Targeted Improvement Plan (if applicable). These plans are updated quarterly.

The retainment of new teachers is a very important component to the perceptions of JT Brackenridge. New teachers play a vital role in maintaining the supportive and positive culture and climate we have cultivated at JT Brackenridge. Therefore, new teachers are supported in various ways by our administration, Instructional Coaches, Master Teachers, and colleagues. Once a month, new teachers meet with the administration to receive general guidance, discuss instructional initiatives and behavior management, and devise strategies to ensure their success in achieving their individual professional goals, as well as student achievement. First year teachers are provided a Master Teacher (when able) or Teacher mentor and all teachers new to JT Brackenridge are paired with a Buddy Teacher for support and guidance. Instructional coaches are assigned to new teachers to provide planning and instructional support.

Safety is the most important practice at JT Brackenridge. All school staff are required to go through Emergency Operation Plan training every year conducted by the SAISD Police Department. JT Brackenridge's safety plan incorporates the district response protocols that include evacuation, lock down, and lockout procedures. Fire drills are practiced monthly and other protocols are practiced during the year. On campus safety guidelines require that exterior doors remain closed and locked during the school day. All visitors must enter through the front door and are required to wear a visitor badge while on campus. Security cameras provide coverage for hallways and exits. Each classroom has a direct line to the front office through their a call button so that communication can be maintained. All of these protocols and procedures have proven to be effective in promoting safety at our school. As a campus, we have worked hard to communicate our practices of care to our students and families. Being consistent and transparent in our implementation of school policies and procedures has helped to establish an inclusive and safe school and work environment. Family responses to our survey indicated that 80% felt our school climate was favorable and 74% felt our school safety was favorable.

Perceptions Strengths

One of our strengths at JT Brackenridge is the support and confidence our parents have for our school and students. When parents were surveyed regarding our school's effectiveness, we found that our families feel that our school is efficient in the following areas:

96% feel JT Brackenridge welcomes family involvement and engagement

94% feel comfortable interacting with school staff

93% feel drugs are not a problem on the campus

91% feel their children won't be bullied by someone online

91% feel JT Brackenridge will respond to their concerns in a timely manner

85% feel the teachers respect the children at JT Brackenridge and that children respect the staff

80% feel the classroom lessons at JT Brackenridge are motivating

80% feel JT Brackenridge values the diversity of the children's backgrounds

This data supports the focus on Family engagement and parent communication since 2017. We worked diligently to keep all families informed of events and information. All communications are provided in both English and Spanish. We use a variety of communication platforms to include printed flyers, School Messenger, Twitter, marquee messages, and email messages.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on survey data, JT Brackenridge students in grades 3 through 5 indicated at that 39% felt their self-management was not favorable, resulting in the 10th percentile when compared nationally with other elementary schools. **Root Cause:** We do not have a consistent implementation of self-management strategies. In addition, faculty and staff are not consistently using self-management based language to grow and develop scholars in this area.

Priority Problem Statements

Problem Statement 1: Over the past eight years, student attendance and enrollment has dropped from approximately 96.5% ADA to 89.1% ADA and 741 students to 450 students, respectively.

Root Cause 1: We do not have a systemic approach to monitoring and tracking chronic absenteeism, adjusting based on real-time data and engaging in action-planning with families regarding next steps for attendance support/consequences. Also, we are not actively recruiting with our local community through consistent procedures, or events.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to 2022 End of Year MAP Data, 68% of students are in Tier 2 and 3 for Math, and 65% of students are in Tier 2 and 3 for Reading.

Root Cause 2: Tier 1 instruction for some teachers and grade levels is not aligned or developed at an effective level, with appropriate supports for small-group or individualized instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to 2022 STAAR Data, 67% of students are not meeting or approaching grade level expectations for Math in grades 3 through 5, 47% of students are not meeting or approaching grade level expectations for Reading in grades 3 through 5, and 79% of students are not meeting or approaching grade level expectations for Science in grade 5.

Root Cause 3: Accelerated instruction for scholars has not been scaffolded or planned appropriately based on data and aligned to the rigor/expectations of the TEKS.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a large gap in student achievement between Math/Science and Reading on district-level assessments, MAP, and STAAR (Math: 20%, Science: 32%)

Root Cause 4: Professional development plan is not consistent or aligned to teacher needs, per individual, grade level, and content.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Based on survey data, JT Brackenridge students in grades 3 through 5 indicated that 39% felt their self-management was not favorable, resulting in the 10th percentile when compared nationally with other elementary schools.

Root Cause 5: We do not have a consistent implementation of self-management strategies. In addition, faculty and staff are not consistently using self-management based language to grow and develop scholars in this area.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

Root Cause 6: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 6 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- 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
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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-P ESS 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

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS


1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


Performance Objective 1: ATTENDANCE: By the end of the 2022-2023 school year, average daily attendance (ADA) will increase 5% points to 92.2%.


High Priority


HB3 Goal


Evaluation Data Sources: District Reports
Campus Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: An attendance committee that monitors and tracks attendance, organizes incentives, and addresses concerns with parents.</p> <p>KPI/Metric/Measure: Q1: Attendance committee formation. Q2: Attendance committee reports attendance data weekly to administration. Administration/Attendance Support Committee has met with chronically absent students. 100% of students are recognized (and rewarded when possible) for attendance daily, weekly, monthly. Q3: 100% of students continue to be recognized (and rewarded when possible) for attendance daily, weekly, monthly. School has, at minimum, a 90% attendance rate, and is on track to meet the performance objective.</p> <p>Staff Responsible for Monitoring: Administration, attendance committee chair</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Various attendance boosters and materials, supplies for attendance awareness - 282 - ESSER - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Over the past eight years, student attendance and enrollment has dropped from approximately 96.5% ADA to 89.1% ADA and 741 students to 450 students, respectively. **Root Cause:** We do not have a systemic approach to monitoring and tracking chronic absenteeism, adjusting based on real-time data and engaging in action-planning with families regarding next steps for attendance support/consequences. Also, we are not actively recruiting with our local community through consistent procedures, or events.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 2: MAP: By the end of the 2022-2023 school year, student MAP Tier 1 levels will be at, or above, 50% in Kinder, 1st, and 2nd Grade, respectively, for Reading; and at 50% in Kinder, 55% in 1st Grade, and 50% in 2nd Grade, for Math.

High Priority

HB3 Goal


Evaluation Data Sources: Grade Level Assessment Data


Imagine Math Data

iStation Data

MAP Fluency Data

MAP MOY and EOY Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reading: Kinder, 1st, and 2nd Grade levels will implement science of teaching reading strategies and best practices, to include (but not limited to) tactile resources (letter tiles, sound boxes, etc), adaptable software support programs (AMIRA, Reading A-Z, etc), growing classroom libraries, accelerated learning opportunities, and routine progress monitoring through cycles of assessment.</p> <p>KPI/Metric/Measure: Q1: Grade level common assessments will demonstrate at least 20% of scholars at Tier 1 level. Q2: AMIRA data will demonstrate at least 40% of scholars at Tier 1 level. Q3: MAP MOY data, in addition to common assessment data, will demonstrate at least 50% of scholars at Tier 1 level or 90% growth overall.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Grade Level Team Leader</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 164 - State Compensatory Education (SCE) - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Math: Kinder, 1st, and 2nd Grade levels will implement research-based strategies and best practices, to include (but not limited to) Visible Learning strategies (Structured conversations, Productive Struggles, Formative Feedback, etc), utilize district-curriculum and resources (Numeracy Routines, Imagine Math), incorporate tactile resources (math manipulatives, STEM/STEAM resources, etc), accelerated learning opportunities, and routine progress monitoring through cycles of assessment.</p> <p>KPI/Metric/Measure: Q1: Grade level common assessments will demonstrate at least 20% of scholars at Tier 1 level (K-2). Q2: MAP MOY data, in addition to common assessment data, will demonstrate at least 40% of scholars at Tier 1 level or 70% growth overall. Q3: Grade level common assessments will demonstrate at least 50% of scholars at Tier 1 level (Kinder and 2nd Grade) and 55% of scholars at Tier 1 level (1st Grade).</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Grade Level Team Leader</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 Funding Sources: - 164 - State Compensatory Education (SCE) - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: According to 2022 End of Year MAP Data, 68% of students are in Tier 2 and 3 for Math, and 65% of students are in Tier 2 and 3 for Reading. Root Cause: Tier 1 instruction for some teachers and grade levels is not aligned or developed at an effective level, with appropriate supports for small-group or individualized instruction.</p>






Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 3: TELPAS: By the end of the 2022-2023 school year, student TELPAS yearly progress will be at, or above, 40%.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase access to oral language opportunities in English through the support of district dual language specialists and students engaging in structured conversations, with practice activities involving technology (audio recordings), interventions and accelerated learning opportunities.</p> <p>KPI/Metric/Measure: Q1: 100% of bilingual students will engage in structured conversations with their peers, recording evidence through their practice activities. Q2- 50% of bilingual teachers will have data that demonstrates scholars are on track to reach performance objective. Q3 - 100% of bilingual teachers will have data that demonstrates scholars are on track to reach performance objective.</p> <p>Staff Responsible for Monitoring: Dual language lead teacher, district dual language specialist, instructional coaches, administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials and supplies - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


Performance Objective 4: STUDENT, FAMILY, and STAFF SEL: By the end of the 2022-2023 school year, student SEL survey data, parent survey data, and faculty/staff survey data will increase 5% points overall on "favorable responses".


High Priority






Evaluation Data Sources: SEL Survey Data

Parent Survey Data

Insight Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students: Campus will provide resources and materials to create conducive social-emotional learning environments that will positively impact scholars' "sense of belonging, self-management, safety, and teacher-student relationships", in addition to violence prevention and intervention.</p> <p>KPI/Metric/Measure: Q1: 100% of teachers are using the Rhithm app to check in with students. Q2: Rhithm data will demonstrate 90-100% of students are being checked in with per district expectations. Q3: Student survey data will indicate the 5% increase in "favorable responses" for the areas identified.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Communities in Schools FACE Specialist PBIS Committee</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Families: Campus will provide resources and opportunities to engage families with the school community that will positively impact their perceptions of "family involvement".</p> <p>KPI/Metric/Measure: Q1: Family Involvement opportunities have been planned and a system of communication has been developed. Q2: Family "Wall of Fame" demonstrates an increase of 25% in family engagement. Q3: Family survey data will be at, or above, the 50% level for "family involvement".</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Communities in Schools FACE Specialist</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff: Leadership team will provide resources/materials and collaborate with district support to target areas of need, such as "learning environment, professional development, and instructional planning".</p> <p>KPI/Metric/Measure: Q1: Professional Development sessions and opportunities will be planned out and scheduled on</p>	Formative			Summative
	Oct	Jan	Apr	June

<p>staff calendars. Q2: Professional Development feedback will be at, or above, 60% favorable. Q3: Insight survey data will indicate a 5% increase in "favorable responses" for the areas identified.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Communities in Schools Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:



Demographics
<p>Problem Statement 1: Over the past eight years, student attendance and enrollment has dropped from approximately 96.5% ADA to 89.1% ADA and 741 students to 450 students, respectively. Root Cause: We do not have a systemic approach to monitoring and tracking chronic absenteeism, adjusting based on real-time data and engaging in action-planning with families regarding next steps for attendance support/consequences. Also, we are not actively recruiting with our local community through consistent procedures, or events.</p>
School Processes & Programs
<p>Problem Statement 1: There is a large gap in student achievement between Math/Science and Reading on district-level assessments, MAP, and STAAR (Math: 20%, Science: 32%) Root Cause: Professional development plan is not consistent or aligned to teacher needs, per individual, grade level, and content.</p>
Perceptions
<p>Problem Statement 1: Based on survey data, JT Brackenridge students in grades 3 through 5 indicated at that 39% felt their self-management was not favorable, resulting in the 10th percentile when compared nationally with other elementary schools. Root Cause: We do not have a consistent implementation of self-management strategies. In addition, faculty and staff are not consistently using self-management based language to grow and develop scholars in this area.</p>






Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Performance Objective 1: CIRCLE: By the end of the 2022-2023 school year, PreK and HeadStart students will be "on track" (Tier 1 - kinder ready) as measured by their CIRCLE assessment, resulting in 70% for Phonological Awareness and 70% for Math.

Evaluation Data Sources: CIRCLE Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: ECE Teachers will continue bi-weekly PLC to review CIRCLE data/progress monitoring, following the assessment-instructional cycle.</p> <p>KPI/Metric/Measure: Q1: 100% ECE team will attend and actively contribute to PLC sessions. Q2: 70% of PLC agenda will be determined by ECE teachers. Q3: ECE teachers will lead PLC with administrative facilitator.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Phonological Awareness: ECE Teachers will analyze data with support from Research & Evaluation to utilize CLI Engage CIRCLE Activity Collection Lessons for PA to target lowest areas within small groups. Progress will be tracked per scholar via data conferences.</p> <p>KPI/Metric/Measure: Q1: 30% of 4 year old scholars will perform at Tier 1 (4/5 skills) Q2: 55% of 4 year old scholars will perform at Tier 1 (4/5 skills) or show growth (master 2 additional skills b/w BOY and MOY) Q3: 70% of 4 year old scholars will perform at Tier 1 (4/5 skills) or show growth (master 2 additional skills b/w BOY and EOY)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Math: ECE Teachers will analyze data with support from Research & Evaluation to utilize CLI Engage CIRCLE Activity Collection Lessons for Math to target lowest areas within small groups. Progress will be tracked per scholar via data conferences.</p> <p>KPI/Metric/Measure: Q1: 30% of 4 year old scholars will perform at Tier 1 (4/5 skills) Q2: 55% of 4 year old scholars will perform at Tier 1 (4/5 skills) or show growth (master 2 additional skills b/w BOY and MOY) Q3: 70% of 4 year old scholars will perform at Tier 1 (4/5 skills) or show growth (master 2 additional skills b/w BOY and EOY)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<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 3: ENSURE PROFICIENCY


2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 1: STAAR: By the end of the 2022-2023 school year, student "meets" and "masters" achievement levels will increase by at least 5% points, resulting in 25% meets, 20% masters in Reading and 12% meets, 9% masters in Math.

High Priority

Evaluation Data Sources: CBA Data
Mock Assessment Data
STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reading: 3rd Grade will implement research-based practices, with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Resources and materials will be provided based on need, such as, but not limited to, AMIRA reading fluency software, i-Ready supplementary curriculum, StoryWorks literacy texts, etc. Routine monitoring will occur through observation and feedback, as well as cycles of assessment, and individual data conferences.</p> <p>KPI/Metric/Measure: Q1: CBA1 data will indicate 15% meets and 10% masters achievement level. Q2: MAP MOY will indicate 20% "HiAvg" and 15% "Hi" achievement level. Q3: Mock STAAR will indicate a 25% meets and 20% masters achievement level.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Grade Level Team Leader</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Math: 3rd Grade will implement research-based practices, with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Resources and materials will be provided based on need, such as, but not limited to, HMHCo Waggle software, i-Ready supplementary curriculum, math manipulatives, etc. Routine monitoring will occur through observation and feedback, as well as cycles of assessment, and individual data conferences.</p> <p>KPI/Metric/Measure: Q1: CBA1 data will indicate 6% meets and 3% masters achievement level. Q2: MAP MOY will indicate 9% "HiAvg" and 6% "Hi" achievement level. Q3: Mock STAAR will indicate a 12% meets and 9% masters achievement level.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Grade Level Team Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 2: According to 2022 STAAR Data, 67% of students are not meeting or approaching grade level expectations for Math in grades 3 through 5, 47% of students are not meeting or approaching grade level expectations for Reading in grades 3 through 5, and 79% of students are not meeting or approaching grade level expectations for Science in grade 5. Root Cause: Accelerated instruction for scholars has not been scaffolded or planned appropriately based on data and aligned to the rigor/expectations of the TEKS.</p>
School Processes & Programs
<p>Problem Statement 1: There is a large gap in student achievement between Math/Science and Reading on district-level assessments, MAP, and STAAR (Math: 20%, Science: 32%) Root Cause: Professional development plan is not consistent or aligned to teacher needs, per individual, grade level, and content.</p>

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 2: DAEP Reading and Math Interventions: During the 2022-2023 school year, students assigned to DAEP will maintain a 95% usage rate during online reading and math interventions.

Evaluation Data Sources: Tracking Data from Online Academic Intervention Programs

Strategy 1 Details	Reviews			
<p>Strategy 1: 30-minute Reading and Math intervention blocks will be scheduled daily. Data from current MTSS intervention plans (TIER 2 and 3), and AMIRA pre-tests (TIER 1) will determine which academic apps will be utilized during each student's DAEP placement.</p> <p>KPI/Metric/Measure: Q1 - Online App login reports will indicate 95% daily usage. Q2 - Daily monitoring for 95% usage.</p> <p>Staff Responsible for Monitoring: DAEP Administrator DAEP Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<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: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: STAAR: By the end of the 2022-2023 school year, student "meets" achievement levels will increase by at least 5% points (all grades/all subjects), resulting in 29% meets in Reading, 14% meets in Math, and 11% meets in Science.


High Priority


HB3 Goal





Evaluation Data Sources: CBA Data

Mock Assessment Data

STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reading: All grades will implement research-based practices, with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Resources and materials will be provided based on need, such as, but not limited to, AMIRA reading fluency software, i-Ready supplementary curriculum, StoryWorks literacy texts, etc. Routine monitoring will occur through observation and feedback, as well as cycles of assessment, and individual data conferences. In addition, 4th grade will be serviced by "Recognized" Teachers per the district's MTI and TEA TIA programs.</p> <p>KPI/Metric/Measure: Q1: CBA1 data will indicate 15% meets achievement level. Q2: MAP MOY will indicate 22% "HiAvg"/meets achievement level. Q3: Mock STAAR will indicate a 29% meets achievement level.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Grade Level Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Math: All grades will implement research-based practices, with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Resources and materials will be provided based on need, such as, but not limited to, HMHCo Waggle software, i-Ready supplementary curriculum, math manipulatives, etc. Routine monitoring will occur through observation and feedback, as well as cycles of assessment, and individual data conferences. In addition, 4th grade will be serviced by "Recognized" teachers per the district MTI and TEA TIA programs. 5th grade will also receive pull-out interventions and small group support.</p> <p>KPI/Metric/Measure: Q1: CBA1 data will indicate 6% meets achievement level. Q2: MAP MOY will indicate 9% "HiAvg"/meets achievement level. Q3: Mock STAAR will indicate a 14% meets achievement level.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Grade Level Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Science: 5th grade will implement research-based practices and hands on learning with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Students will be provided with opportunities to engage in real world learning experiences through our campus STEM Night and various after school clubs. Resources and materials will be provided based on need, such as, but not limited to, experiments, computer software supports, TEA recommended resources, etc. Routine monitoring of 5th grade teachers will occur through observation and feedback, as well as cycles of assessment, and individual data conferences. In addition, 5th grade science planning will be led by a "Recognized" teacher per district MTI and TEA initiatives.</p> <p>KPI/Metric/Measure: Q1: CBA1 data will indicate 4% meets achievement level. Q2: CBA2 data will indicate 7% "HiAvg"/meets achievement level. Q3: Mock STAAR data will indicate a 11% meets achievement level.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Lead Science Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100%</p> </div> <div style="text-align: center;">  <p>0%</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>			

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 2: According to 2022 STAAR Data, 67% of students are not meeting or approaching grade level expectations for Math in grades 3 through 5, 47% of students are not meeting or approaching grade level expectations for Reading in grades 3 through 5, and 79% of students are not meeting or approaching grade level expectations for Science in grade 5. Root Cause: Accelerated instruction for scholars has not been scaffolded or planned appropriately based on data and aligned to the rigor/expectations of the TEKS.</p>
School Processes & Programs
<p>Problem Statement 1: There is a large gap in student achievement between Math/Science and Reading on district-level assessments, MAP, and STAAR (Math: 20%, Science: 32%) Root Cause: Professional development plan is not consistent or aligned to teacher needs, per individual, grade level, and content.</p>

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 2: DAEP: Throughout the 2022-20223 school year, DAEP students will increase their reading fluency rate by at least 4 - 5 points during their 15 to 30-day DAEP placement.

Evaluation Data Sources: AMIRA pre-assessment and post-assessment data
AMIRA Growth Measure Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize short DAEP placements (20-35 days) by targeting basic reading and math skills through professional development and implementation of the Gradual of Release of Responsibility model.</p> <p>KPI/Metric/Measure: Q1 - 100% of DAEP teachers will participate in professional development and implementation. Q2 - Weekly learning walkthroughs. Q3 - Student reading and math post assessments</p> <p>Staff Responsible for Monitoring: DAEP Administrator</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide DAEP staff with professional development in "7 Steps to a Language Rich, Interactive Classroom" to compliment the GRR instructional model.</p> <p>KPI/Metric/Measure: Q1 - 100% of DAEP teachers will participate in professional development and implementation. Q2 - Weekly learning walkthroughs. Q2 - Student reading and math post assessments</p> <p>Staff Responsible for Monitoring: DAEP Administrator</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 1: DAEP: During the 2022-2023 school year increase social, emotional, and behavior supports, for DAEP students, by 20%.

Evaluation Data Sources: Outside counseling referrals

Community partnership logs.

Expenditure reports.

Service Logs.

Behavior Intervention Team Notes.

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS





4c: Increase the percent of graduates attending College

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p>KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$6,324</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>

RDA Strategies

Goal	Objective	Strategy	Description
1	4	1	Students: Campus will provide resources and materials to create conducive social-emotional learning environments that will positively impact scholars' "sense of belonging, self-management, safety, and teacher-student relationships", in addition to violence prevention and intervention.
1	4	2	Families: Campus will provide resources and opportunities to engage families with the school community that will positively impact their perceptions of "family involvement".
1	4	3	Staff: Leadership team will provide resources/materials and collaborate with district support to target areas of need, such as "learning environment, professional development, and instructional planning".
3	1	1	Reading: 3rd Grade will implement research-based practices, with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Resources and materials will be provided based on need, such as, but not limited to, AMIRA reading fluency software, i-Ready supplementary curriculum, StoryWorks literacy texts, etc. Routine monitoring will occur through observation and feedback, as well as cycles of assessment, and individual data conferences.
3	1	2	Math: 3rd Grade will implement research-based practices, with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Resources and materials will be provided based on need, such as, but not limited to, HMHCo Waggle software, i-Ready supplementary curriculum, math manipulatives, etc. Routine monitoring will occur through observation and feedback, as well as cycles of assessment, and individual data conferences.
4	1	1	Reading: All grades will implement research-based practices, with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Resources and materials will be provided based on need, such as, but not limited to, AMIRA reading fluency software, i-Ready supplementary curriculum, StoryWorks literacy texts, etc. Routine monitoring will occur through observation and feedback, as well as cycles of assessment, and individual data conferences. In addition, 4th grade will be serviced by "Recognized" Teachers per the district's MTI and TEA TIA programs.
4	1	3	Science: 5th grade will implement research-based practices and hands on learning with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Students will be provided with opportunities to engage in real world learning experiences through our campus STEM Night and various after school clubs. Resources and materials will be provided based on need, such as, but not limited to, experiments, computer software supports, TEA recommended resources, etc. Routine monitoring of 5th grade teachers will occur through observation and feedback, as well as cycles of assessment, and individual data conferences. In addition, 5th grade science planning will be led by a "Recognized" teacher per district MTI and TEA initiatives.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	1	Students: Campus will provide resources and materials to create conducive social-emotional learning environments that will positively impact scholars' "sense of belonging, self-management, safety, and teacher-student relationships", in addition to violence prevention and intervention.
1	4	2	Families: Campus will provide resources and opportunities to engage families with the school community that will positively impact their perceptions of "family involvement".
1	4	3	Staff: Leadership team will provide resources/materials and collaborate with district support to target areas of need, such as "learning environment, professional development, and instructional planning".
3	1	1	Reading: 3rd Grade will implement research-based practices, with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Resources and materials will be provided based on need, such as, but not limited to, AMIRA reading fluency software, i-Ready supplementary curriculum, StoryWorks literacy texts, etc. Routine monitoring will occur through observation and feedback, as well as cycles of assessment, and individual data conferences.
3	1	2	Math: 3rd Grade will implement research-based practices, with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Resources and materials will be provided based on need, such as, but not limited to, HMHCo Waggle software, i-Ready supplementary curriculum, math manipulatives, etc. Routine monitoring will occur through observation and feedback, as well as cycles of assessment, and individual data conferences.
4	1	1	Reading: All grades will implement research-based practices, with support through professional development and district specialists, focusing on Tier 1 instruction, accelerated learning opportunities, and interventions. Resources and materials will be provided based on need, such as, but not limited to, AMIRA reading fluency software, i-Ready supplementary curriculum, StoryWorks literacy texts, etc. Routine monitoring will occur through observation and feedback, as well as cycles of assessment, and individual data conferences. In addition, 4th grade will be serviced by "Recognized" Teachers per the district's MTI and TEA TIA programs.
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Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

CNA Reviewed April 4th, 2022 - All Staff

CNA Revised April 18th, 2022 - Lead Team (CLT)

CNA Revised May 23rd, 2022 - Lead Team (CLT)

CNA Shared August 9th, 2022 - All Staff

CNA was revised by Campus Advisory Council (previously called CLT, Campus Leadership Team)

Members include:

Marco I. Morales, Principal

Elvia Barajas Cantu, Asst. Principal

Lauren Saucedo, Instructional Coach

Joseph Arredondo, HeadStart Teacher

Maria Jensen Garibay, Kinder Teacher

Elissa Ramirez, 2nd Grade Teacher

Teresa Russell/Miller, 3rd Grade Teacher

Pablo Vega, 4th Grade Teacher

Porsha Dardy, 5th Grade Teacher

Danielle Lopez, Bilingual Teacher

Ashley Rodriguez, Non-instructional Paraprofessional

Norma Montalvo, Librarian

Gloria Martinez, FACE Specialist

Sandra Gonzales, Parent

Alejandra Maldonado, Community Representative

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Development Team

Marco I. Morales, Principal

Elvia Barajas Cantu, Asst. Principal

Lauren Saucedo, Instructional Coach

Joseph Arredondo, HeadStart Teacher

Maria Jensen Garibay, Kinder Teacher

Elissa Ramirez, 2nd Grade Teacher

Teresa Russell/Miller, 3rd Grade Teacher

Pablo Vega, 4th Grade Teacher

Porsha Dardy, 5th Grade Teacher

Danielle Lopez, Bilingual Teacher

Norma Montalvo, Librarian

Gloria Martinez, FACE Specialist

Alejandra Maldonado, CIS

Sandra Gonzales, Parent/PTO Lead

Dates

April 4th, 2022 - All Staff informed of CIP process

April 18th, 2022 - Lead Team (CLT) begins development of CIP

May 23rd, 2022 - Lead Team (CLT) drafts complete CIP with CNA root causes/problem statements

August 9th, 2022 - All Staff reviews critical parts of CIP

September 12th, 2022 - CIP finalized with CAC (previously CLT)

2.2: Regular monitoring and revision

Our Campus Improvement Plan (CIP) is monitored and revised regularly throughout the year as planned per the following dates:

June 15, 2022

July 29, 2022

August 9, 2022

September 12, 2022

November 7, 2022

January 2, 2023

February 20, 2023

March 20, 2023

April 24, 2023

May 22, 2023

* Our CIP is housed in Plan4Learning and is available via hard copy from the school office or as requested through campus website

2.3: Available to parents and community in an understandable format and language

The JT Brackenridge CIP is available on campus from the main office upon request in English and Spanish, on the campus website in English and Spanish, and will be distributed in English and in other languages when requested. It will also be available for review at parent resource meetings through our FACE specialist.

The CIP is housed in Plan4Learning, and can be printed as needed.

2.4: Opportunities for all children to meet State standards

The appropriate element boxes are marked that address providing opportunities for all children within the CIP document in plan4learning.

2.5: Increased learning time and well-rounded education

The appropriate element boxes are marked that address methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of

learning time, and help provide an enriched and accelerated curriculum within the CIP document in plan4learning.

2.6: Address needs of all students, particularly at-risk

The appropriate element boxes are marked that address the needs for all children, particularly those at risk of not meeting State academic standards, within the CIP document in plan4learning.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by parents and staff members, listed with sign-in sheets, and addressing the six bullets listed above and is documented in our Title1Crate.

The Parent and Family Engagement Policy was distributed at our Title 1 Meeting

Copies in English and Spanish are available at front office Parent Information area

Copies are also made available at parent conferences w/ teachers

4.2: Offer flexible number of parent involvement meetings

Parent Engagement Meetings thus far include:

Open House: September 7th 4-6pm

Positive Parenting: September 13th, 20th, and 27th 1:30-3pm

PTO Parent Meetings: August 31st, October 7th, November 7th 9am and/or 4pm

Latino Book Store Meeting: October 6th, November 3rd 4pm

5. Targeted Assistance Schools Only

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$2,000.00
1	2	2			\$2,000.00
11	1	1	MAP Assessment Platform		\$6,324.00
Sub-Total					\$10,324.00
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Materials and supplies		\$1,000.00
1	4	2			\$1,000.00
Sub-Total					\$2,000.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Various attendance boosters and materials, supplies for attendance awareness		\$3,000.00
Sub-Total					\$3,000.00