Campus Improvement Plan
2023-2024

Briscoe Elementary

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VISION
Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION
To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES
- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS
- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD District and Campus Goals

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2023, to ___ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2023, to ___ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2023, to ___ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from _____ in August 2023, to ___ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from _____ in August 2023, to ___ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from _____ in August 2023, to ___ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1: May 15, 2023 **3:30 p.m.** **Briscoe Elementary**	We reviewed the current campus improvement plan and determined through the summative review which goals, objectives, and strategies to continue, modify, or delete.
Meeting #2: May 15, 2023 **4:00 p.m.** **Briscoe Elementary**	Discussion Items: ● Reviewed and revised problem statements(CNA) for 2023-24 ● Reviewed and revised strategies (CIP) for 2023-24 ● Measures: Demographics, Student Learning, Processes & Programs, Perceptions

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

The Campus Advisory Committee and Campus Leadership Team met to complete the summative review of the campus improvement plan. Teachers and staff worked in teams to discuss, reflect, and determine whether performance objectives were successful or if they needed to be modified. Once teams were finished, each team presented to the committee. At this point, the committee as a whole, made decisions on campus needs. From here, we developed our campus improvement plan. Objectives and strategies were created. When STAAR and TELPAS data are reported, objectives and strategies may need to be adjusted to meet the needs of the campus.

Comprehensive Needs Assessment – Demographics

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Sub-populations	mySAISD Dashboard BI Platform Attendance Records	PS DE-1	Although attendance has increased from 89% to 91% for the 2022-2023 school year, Briscoe is still below 96.6% which was during the 2019-2020 school year.
		RC DE-1	System for calling/notifying parents of absences was not consistently implemented.
Sex and Ethnicity	BI Platform	PS DE-2	On the 2023 STAAR Reading, economically disadvantaged students scored 24% at the Meets Level.
		RC DE-2	Inconsistent implementation of instructional strategies and practices in different learning environments.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	**Reference Data Table Index:** ● 2022-23 Briscoe ES Demographics ● 2022-23 Briscoe ES Chronic Absenteeism ● 2022-23 Briscoe ES Attendance Rate		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Achievement	STAAR MAP Formative/Summative Assessments	PS SL-1	In 2023, on all tests, Reading 28%, Math 18%, and Science 6%, of students scored at the Meets level.
		RC SL-1	Inconsistent implementation of instructional strategies and practices in different learning environments.
Student Achievement	TELPAS	PS SL-2	In 2023, 49% of 178 students taking TELPAS, achieved expected growth.
		RC SL-2	Inconsistent implementation of instructional strategies and practices.
Student Achievement	Formative/Summative Assessments Aligned to the Unit of Inquiry 5th Grade Exhibition Surveys , Reflections and Rubrics	PS SL-3	In 2023, for Exhibition, 50% of 5th grade students lacked depth of knowledge when presenting the culminating project.
		RC SL-3	Lack of resources such as print, technology, and non-fiction books.
		PS SL- 4	
		RC SL-4	
Data Determinations	**Reference Data Table Index:** ● 2022-23 Briscoe ES MAP Results ● 2022-23 Briscoe ES Very Preliminary STAAR Results ● 2023-23 Briscoe ES Very Preliminary TELPAS Results Assessments, formal and informal, are in place at certain intervals to observe mastery. Exit tickets and checks for understanding are used by teachers and students to determine areas of need and document student growth.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Math Systems and Processes	MAP Fluency Tests by Grade Level	PS PP-1	In 2023, according to EOY Math MAP data, 60% of students performed below grade level for math fluency and computations.
		RC PP-1	Lack of a school wide system for practicing math fluency
Reading Language Arts Systems and Processes	STAAR Formative/Summative Assessments	PS PP-2	In 2023, according to preliminary STAAR data and formative and summative data, 60% of students were unable to score proficient on the constructed extended response.
		RC PP-2	Lack of a school wide system for practicing for CER.
Primary Years Programme Implementation	Student Portfolios Teacher Unit Planners End of Unit Summative Assessments	PS PP-3	In 2023, according to Unit Planner reflections, 30% of 452 students, were unable to meet expectations on the end of unit summative.
		RC PP-3	Students were not provided with a rubric prior to the end of unit summative assessment.
		PS PP-4	
		RC PP-4	

Briscoe Elementary School is an International Baccalaureate (IB), Primary Years Programme (PYP) school. Within each Unit of Inquiry teachers develop integrated lessons and inquiry based activities that increase student achievement and learning. Teachers have developed formative and summative assessments utilizing the TEKS along with PYP Unit Inquiry assessments to measure student achievement. Results from these assessments are used to inform instructional decisions, i.e. re-teach, small groups, targeted remediation and intervention. The Leadership Team conducts learning walks, walk throughs and observations to determine areas of strengths and improvements needed. Implementation Specialists also provide coaching and feedback to teachers. Teachers develop Units of Inquiry and lesson plans that the Leadership Team gives feedback on a regular basis. MAP Testing, Fountas and Pinnell assessments, and PYP Unit Formative and Summative assessments are completed as required each six weeks. The Leadership Team meets with each grade level in PLC's and planning days to discuss Units of Inquiry, lessons, student achievement, and areas of need/growth.

MTSS meetings are held during grade level PLC's for Tier 2 and 3 students. At-Risk and struggling students are provided with interventions during the school day and offered tutoring before or/and after school. However, the MTSS system lacks structure consistency to be user friendly and accurately collect data in a timely manner.

Teachers were trained in Differentiated Instruction, Visible Thinking Strategies, and Question Formation Technique to meet the needs and provide inquiry opportunities in the classroom. Teachers are requesting additional training on interdisciplinary training and how to integrate lessons that incorporate all subjects.

Teachers accesses data which drives the instruction, reteaching and tutoring. Teachers and students are tracking student reading progress. The district has provided some resources for reading and science.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources		Problem Statements and Root Causes
Student Discipline	Frontline Branching Minds	PS PE-1	2 % of the discipline referrals at Briscoe show that students struggle with how to appropriately self regulate.
		RC PE-1	Lack of utilization of SEAD department resources
Parent Engagement	Parent survey Sign in Sheets	PS PE-2	In 2023, according to the Parent Survey, 46% of 179 responses, indicated that they wanted to be more actively involved with the school.
		RC PE-2	Lack of outreach to recruit parents to volunteer
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
	o ensure a positive school climate at Briscoe Elementary, we create a welcoming environment, maintain Briscoe pride, and encourage parental involvement. Parent surveys show that parents are satisfied with their school and the education their children receive. Parent input about culture and climate is obtained during monthly parent meetings. This information is included in the Family-School Relationships Survey, Family-School Relationships Survey. Summary Dress Code: Family Engagement/Input: Family Involvement:		

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
DE-1	1, 4	By the end of the 2023-2024 school year, daily attendance will be 96%.	Provide incentives to teachers and students to encourage daily attendance and to promote a culture of kindness.	Desiree Garcia Anayit Hernandez	199-incentives /$ 5,500.00
		Quarterly KPIs	By the end of Q1, average daily attendance will be 92%. By the end of Q2, average daily attendance will be 93%.By the end of Q3, average daily attendance will be 95%.By the end of Q4, average daily attendance will be 96%.		
DE-2	1	By the end of the 2023-24, 3rd grade Reading STAAR Level at Meets for economically disadvantaged student group will increase by 10%.	Tier 3 students will receive daily interventions in Reading and Math for 30 minutes a subject.	Jennifer Emerson	
		Quarterly KPIs	By the end of Q1, 75% of Tier 3 students will be receiving interventions. By the end of Q2, 85% of Tier 3 students will be receiving interventions. By the end of Q3, 90% of students will be receiving interventions. By the end of Q4, 100% of Tier 3 students will be receiving interventions.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP) The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of the 2023-2024 school year, increase 3rd grade Reading STAAR Level II performance from 28% to 38% in the economically disadvantaged student group and by at least 10% in all other student groups.	Provide extended learning opportunities for students by having before and after school tutoring, lock ins, and Saturday school.	Jennifer Emerson Ericka Guzman	196/supplemental pay for teachers/$5,000
		Quarterly KPIs	By the end of Q1, 30% of teachers will be providing tutoring. By the end of Q2, 40% of teachers will be providing tutoring. By the end of Q3, 45% of teachers will be providing tutoring. By the end of Q4, 50% of teachers will be providing tutoring.		
SL-2	1	By the end of the 2023-2024 school year, increase the percentage of students achieving growth from 49% to 55% on TELPAS. In 2023, 49% of 178 students taking TELPAS, achieved expected growth.	Provide students with headphones that have microphones so they can practice their listening and speaking skills.	Jennifer Emerson Dual Language Teachers Ericka Guzman	211 ESSER/headsets/ $3,500
		Quarterly KPIs			
SL-3		By 2024 5th grade Exhibition, 75% of 5th graders, will have depth of knowledge when presenting their culminating project. In 2023, for Exhibition, 50% of 5th grade students lacked depth of knowledge when presenting the culminating project.	Provide students with books aligned to the UN Sustainability Goals.	Cari Richter Jennifer Emerson	199/Books/$1,000
		Quarterly KPIs			
		On the 2024 STAAR Administration, 5th grade Science scores at the Meets	Students will participate in hands-on Science activities inside and outside of the classroom.	All Teachers Jennifer Emerson	173/Garden Tools/ $1,000

Plan for Improvement – Student Learning

			2.1 - Campus Improvement Plan (CIP) The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes		
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1		By 2024 5th Grade Exhibition, 75% of students will have depth of knowledge when presenting their culminating project. In 2023, for Exhibition, 50% of 5th grade students lacked depth of knowledge when presenting the culminating project.	Students will utilize technology to access articles and websites to deepen their knowledge concerning Exhibition. Students will also take pictures to support their culminating project.	5th Grade Teachers Cari Richter	173/iPads/ $3,400
SL-2					
SL-3					
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

Plan for Improvement – Processes & Programs

| 2.1 - Campus Improvement Plan (CIP)
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes |

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1	In 2023, according to EOY Math MAP data, 60% of students performed below grade level for math fluency and computations.	The Instructional Coach will provide teachers with resources and coaching opportunities.	Michelle Charles Jennifer Emerson	211/Instructional Coach/$89,133
		Quarterly KPIs	By the end of Q1, the IC will complete a coaching cycle with 4 teachers. By the end of Q2, the IC will complete a coaching cycle with 4 more teachers. By the end of Q3, the IC will complete a coaching cycle with 12 teachers. By the end of Q4, the IC will complete a coaching cycle with a total of 16 teachers.		
PP-2	1	In 2023, according to preliminary STAAR data and formative and summative data, 60% of students were unable to score proficient on the constructed extended response.	Teachers in Pk-5th grade will provide students with weekly opportunities to write across the curriculum. Teachers will utilize the TEA rubric to score at least one CER weekly.	Teachers/Michelle Charles	
		Quarterly KPIs	By the end of Q1, 2nd -5th graders will have produced at least 9 CERs. By the end of Q2, 2nd-5th graders will have produced another 9 CERs.		
PP-3	1	In 2023, according to Unit Planner reflections, 30% of 452 students, were unable to meet expectations on the end of unit summative.	Teachers in PK-5th grade will receive professional development from an International Baccalaureate approved vendor.	Cari Richter Teachers	196/Professional Development $20,000
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Perceptions

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1		Increase student social-emotional awareness in real-world applications and decrease the percentage of students unable to self-regulate from 2% to 1%. 2 % of the discipline referrals at Briscoe show that students struggle with how to appropriately self regulate.	Students will receive guidance lessons to address social emotional needs. The lessons will be tailored to address school-wide data.	Michele Bain	196/guidance materials and resources/$1,000
		Quarterly KPIs	By the end of Q1, all students will have participated in 1 guidance lesson about self-regulation. By the end of Q2, all students will have participated in 2 guidance lessons about self-regulation. By the end of Q3, all students will have participated in 3 guidance lessons about self-regulation. By the end of Q4, all students will have participated in 4 guidance lessons about self-regulation.		
PE-2	4	By the end of the 2023-2024 school year, according to the Parent Survey there will be an increase in families actively involved in family engagement opportunities. In 2023, according to the Parent Survey, 46% of 179 responses, indicated that they wanted to be more actively involved with the school.	Utilize various communication channels to reach out to parents. This includes emails, newsletters, social media websites, and mobile apps.	Anayit Hernandez	211/Supplies and Refreshments for Family Engagement Activities/$1,400
		Quarterly KPIs	By the end of Q1, 20 volunteers will be utilized. By the end of Q2, 30 volunteers will be utilized. By the end of Q3, 40 volunteers will be utilized,		
PE-3					
		Quarterly KPIs			
PE-4					

Quarter 1 Formative Review

2.2 – First Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	**Quarter 1 KPI**	**Q1 Rating**	**Findings / Next Steps**

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 2 Formative Review

2.2 – Second Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 3 Formative Review

	2.2 – Third Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 3 KPI**	**Q3 Rating**	**Findings / Next Steps**

DI - Discontinue | NR – Not Reviewed | NP – No Progress (0% - 50%) | GP – Good Progress (51% - 75%) | SP – Significant Progress (76% - 99%) | MT – Met Target (100%)

Quarter 4 Formative Review

	2.2 – Fourth Quarterly Review Meeting		
	The CAC will use artifacts and data to check KPI progression for all strategies.		
GPS	**Quarter 4 KPI**	**Q4 Rating**	**Findings / Next Steps**

DI - Discontinue| Roll Over to Next Year |MT – Met Target | MTB - Met Target and Going to Build on It Next Year

Quarter 4 Summative Review

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives
The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

ZP - Progress was less than 20% | LP – Progress was more than 19% but less than 50% | SP – Progress was more than 49% but less than 70% | MP – Progress was more than 69% | MO – Met PO | SU – Surpassed PO

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be "pushed in" into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Always Learning GPS	Problem Statement & Root Cause				

#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.	Y	All are based on the success criteria of the ESF.	Y
All are based on issues that the campus can control and improve on.	Y	All talk to adult systems and behaviors.	Y

Improvement Plan – Performance Objectives

All are in SMART format	Y	All are tied to at least one problem statement.	Y
All are measured by a data source.	Y		Y

Improvement Plan – Strategies

All are in BEST format.	Y	All strategies are targeted to eliminate at least one root cause.	Y
All are measured by quarterly KPI outcomes.	Y	Entire plan has been checked for spelling and grammar.	Y

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning	Y	Support for Special Populations	Y	Parent & Family Engagement	Y	Students Not On Grade Level	Y
Recruiting/Retaining Teachers	Y	Violence Prevention/Intervention	Y	Professional Development	Y	Dropout Prevention / Enrollment	Y
Physical Activity	Y	Social and Emotional Support	Y	Student Attendance	Y	Transition PK to Elementary	Y
Quality of Learning Environment	Y	CCMR - Secondary	N/	MTSS – Behavioral Interventions	Y		

Equitable Availability of the Campus Improvement Plan to Parents / Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	In the main office, campus website	Physical Locations of the Plan	In the main office	
Languages Available	English and Spanish	Languages Available	English and Spanish	
URL to Online Version	https://schools.saisd.net/page/112.homepage	URL to Online Version	https://schools.saisd.net/page/112.homepage	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy	In the main office	How and When was the PFE Policy Distributed
Languages Available	English and Spanish	
URL to Online Version	https://schools.saisd.net/page/112.homepage	

Quality Checklists

Title I Compliance Documentation and Submissions

Documentation and Submissions *(vertical sidebar text)*

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	✅
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	✅
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		✅
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		✅
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		✅
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	✅
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	✅
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		

Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)

Action	Documentation	CIP Location / Upload Location	Done
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	Google Shared Folder	✅
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Documentation and Submissions

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	**Description**	**CIP Location / Upload Location**	**Done**
PFE Distribution	Answered how and when was your PFE Policy distributed	**CIP - Quality Checklist**	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	**Google Shared Folder**	
School-Parent-Compact (ESSA Sec. 1116(d)			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	**Google Shared Folder**	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	**CIP - Quality Checklist**	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	**Google Shared Folder**	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	**Google Shared Folder**	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information

Assistant Superintendent Assurance

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.
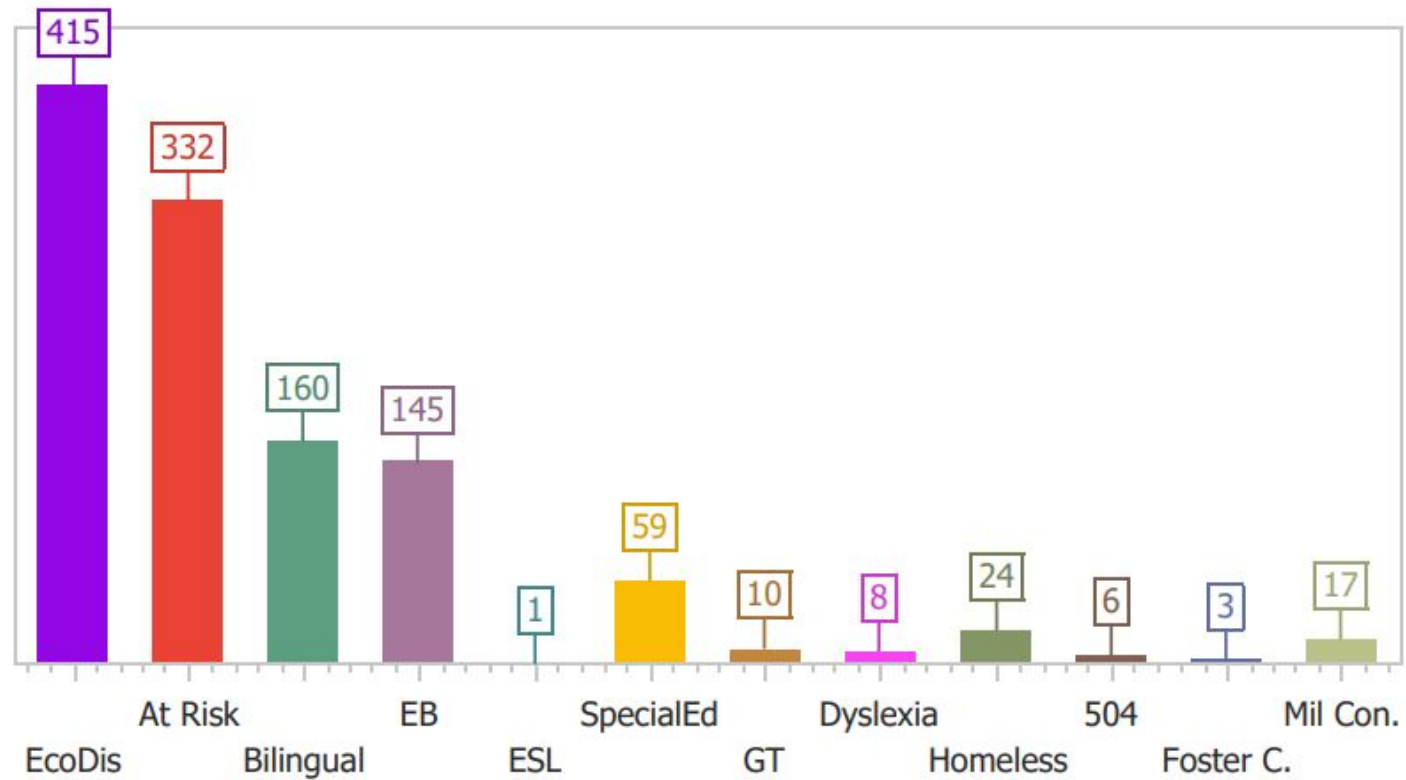
Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Briscoe Elementary	15907- 112
Superintendent	**Assistant Superintendent**
Dr. Jaime Aquino	Chief of Schools Matthew Weber
Principal	**SAISD Board Approval Date**
Jennifer Emerson	
Date #1 Presented to Stakeholders	**Date #2 Presented to Stakeholders**

Committee Members
Listed below are the members who were part of developing the Campus Improvement Plan

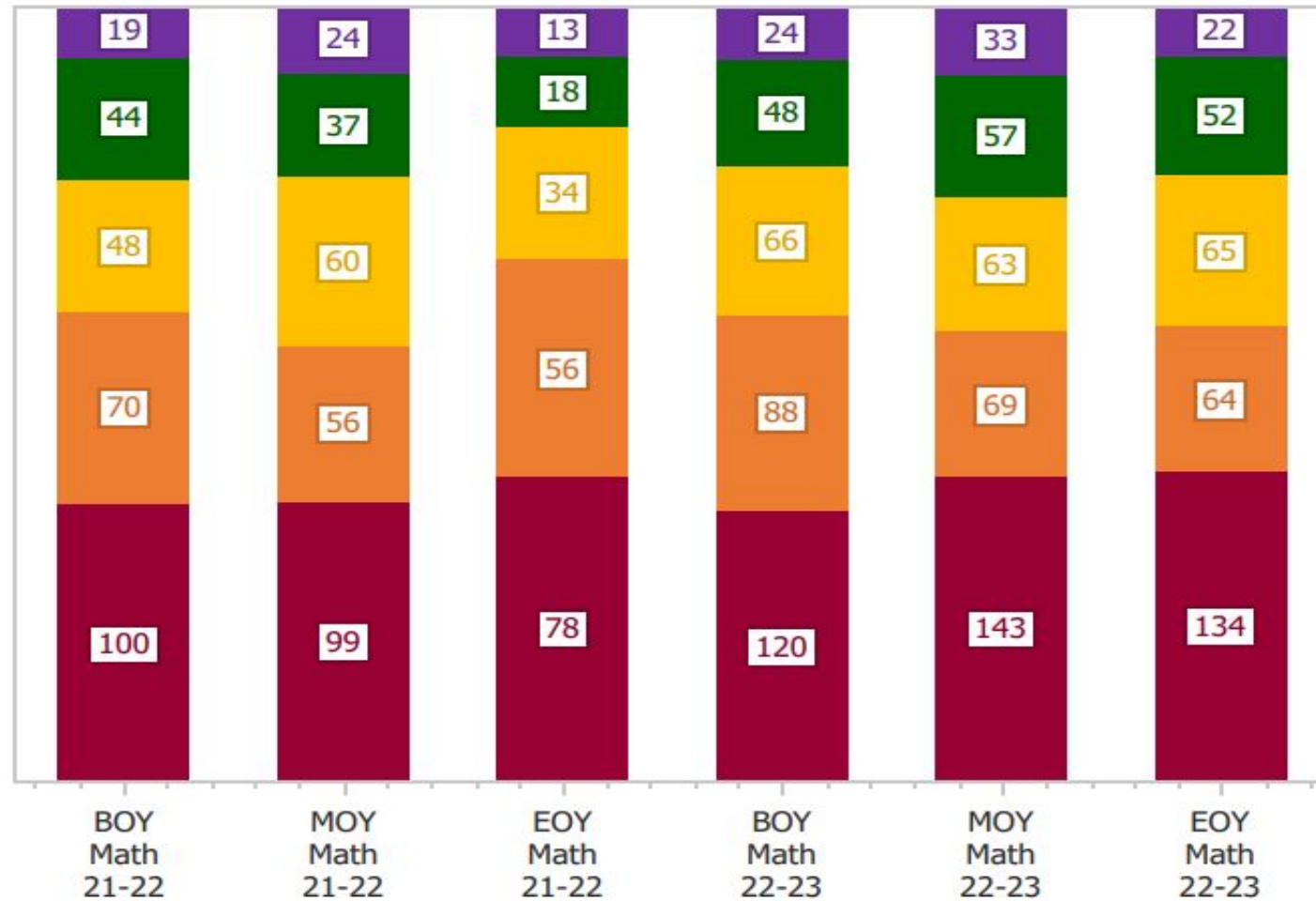| Name	Role	Name	Role
Jennifer Emerson	Principal/Administrator		
Cari Richter	Non-classroom Representative		
Jackie Avalos	Special Education Representative		
Sarah Christal	5th Grade Teacher		
Oralia Lopez	PK Teacher		
Miyera Fuentes	Kinder Teacher		
Elizabeth Krupalla	1st Grade Teacher		
Kristi Shaffer	2nd Grade Teacher		
Sandra Blum	4th Grade Teacher		
Anna Ulate	3rd Grade Teacher		
Anayit Hernandez	FACE Specialist		
Margaret Daniel	Paraprofessional		
Julie Daniel	Parent		
Michele Bain	Counselor		
Michelle Charles	Non-classroom Representative		
Yvette Benavides	Community Representative		
Gabriella Krupalla	Student Representative		

Committee Members

Data Tables

Current Programs (# of students)

Data Tables

MAP (Test Percentile)

	BOY Math 21-22	MOY Math 21-22	EOY Math 21-22	BOY Math 22-23	MOY Math 22-23	EOY Math 22-23
Purple	19	24	13	24	33	22
Green	44	37	18	48	57	52
Yellow	48	60	34	66	63	65
Orange	70	56	56	88	69	64
Maroon	100	99	78	120	143	134

Data Tables

Chronic Absenteeism by Tier (# of students)
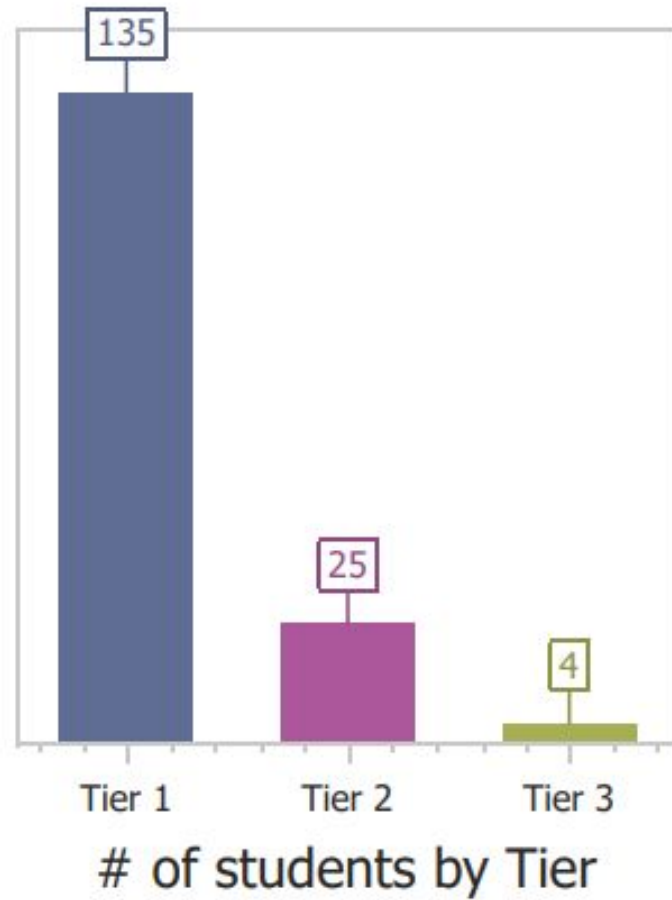
2022-23 Briscoe ES Attendance Rate & Enrollment

Data Tables

Enrollment by year:
- 2013: 591
- 2014: 584
- 2015: 582
- 2016: 551
- 2017: 523
- 2018: 492
- 2019: 465
- 2020: 445
- 2021: 414
- 2022: 398
- 2023: 454

91.16%
Attendance Rate
As of: 05/24/2023, Wed
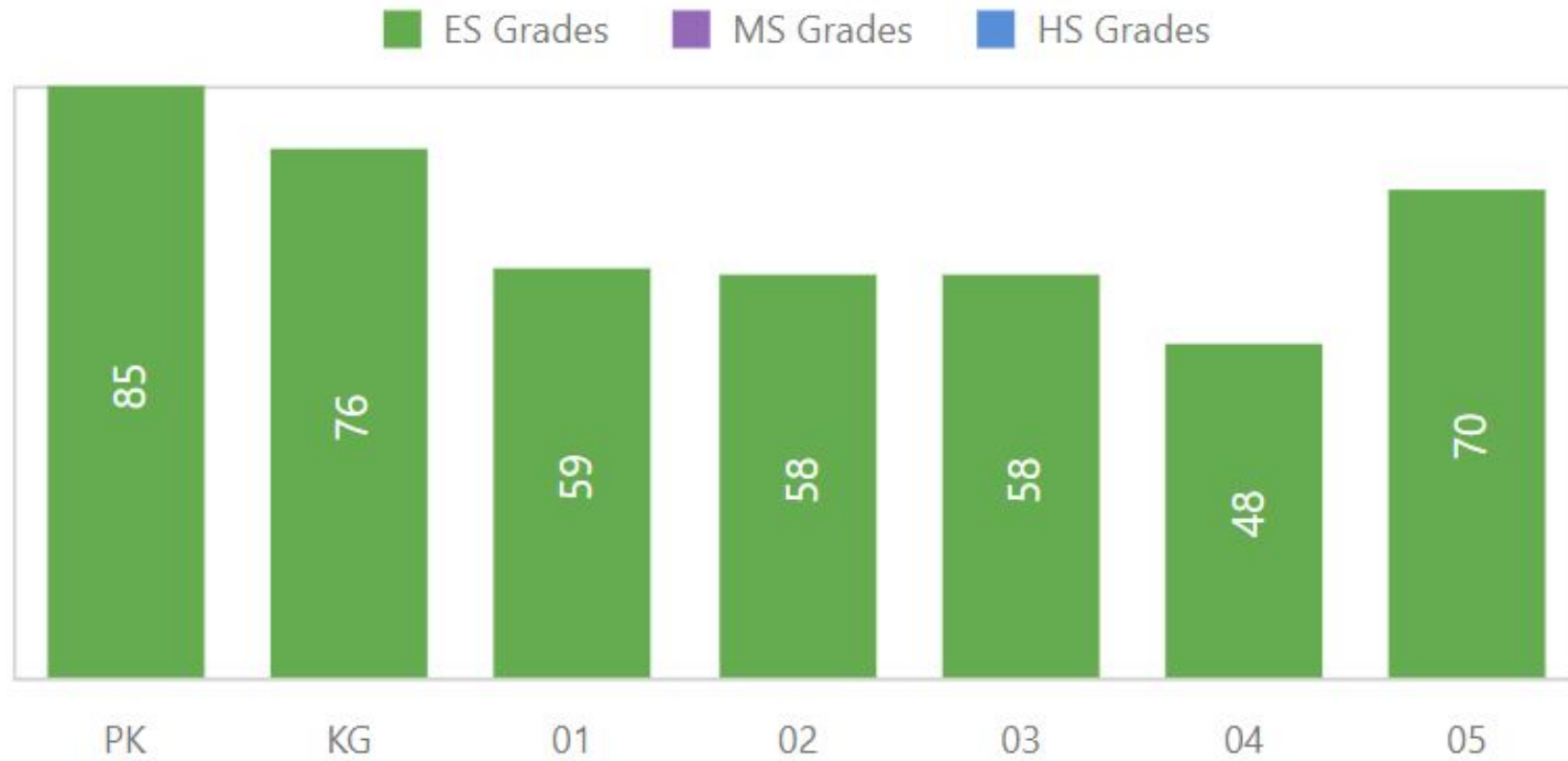
2022-23 Briscoe ES RLA Very Preliminary STAAR Scores

Data Tables

Group Summary: Performance Levels: STAAR 3-8, BRISCOE EL (015907112), Spring 2023

			STAAR - Reading						STAAR Spanish - Reading					
			Number Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Number Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
Group	Admin	Grade			%	%	%	%			%	%	%	%
BRISCOE EL (015907112)	Spring 2023	3	39	1378	41	59	31	5	19	S-1275	53	47	16	11
BRISCOE EL (015907112)	Spring 2023	4	42	1488	31	69	33	7	7	S-1408	43	57	29	29
BRISCOE EL (015907112)	Spring 2023	5	55	1509	44	56	29	15	15	S-1407	60	40	20	0

2022-23 Briscoe ES Math Very Preliminary STAAR Scores

Group Summary: Performance Levels: STAAR 3-8, BRISCOE EL (015907112), Spring 2023

| Group | Admin | Grade | STAAR - Mathematics | | | | | | STAAR Spanish - Mathematics | | | | | |
			Number Tested	Average Scale Score	Did Not Meet %	Approaches %	Meets %	Masters %	Number Tested	Average Scale Score	Did Not Meet %	Approaches %	Meets %	Masters %
BRISCOE EL (015907112)	Spring 2023	3	39	1359	56	44	13	5	19	1381	47	53	16	11
BRISCOE EL (015907112)	Spring 2023	4	41	1481	54	46	27	5	7	1419	57	43	0	0
BRISCOE EL (015907112)	Spring 2023	5	59	1568	36	64	22	5	11	1468	73	27	0	0

Data Tables

2022-23 Briscoe ES Science Very Preliminary STAAR Scores

Data Tables

Group Summary: Performance Levels: STAAR 3-8, BRISCOE EL (015907112), Spring 2023, Grade 5

| | | | STAAR - Science | | | | | | STAAR Spanish - Science | | | | | |
| | | | | | Did Not Meet | Approaches | Meets | Masters | | | Did Not Meet | Approaches | Meets | Masters |
Group	Admin	Grade	Number Tested	Average Scale Score	%	%	%	%	Number Tested	Average Scale Score	%	%	%	%
BRISCOE EL (015907112)	Spring 2023	5	67	2972	79	21	9	3	14	3118	93	7	0	0

2022-23 Briscoe ES TELPAS