Campus Improvement Plan
2024 - 2025

SAISD

Briscoe Elementary

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 5 Year Board Goals

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.

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.

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.

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 2024-2025 Board Goals

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 2024, to ____ in August 2025.

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 2024, to ____ in August 2025.

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 2024, to ____ in August 2025.

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 2024-2025 Campus Goals

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 2024, to ____ in August 2025.

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 2024, to ____ in August 2025.

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 2024, to ____ in August 2025.

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

Comprehensive Needs Assessment Process *(vertical sidebar text)*

	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
CNA Meeting Dates	**Meeting Topics and Actions**
Meeting #1: April 1, 2024 at 3:30 p.m. to 4:45 p.m.	The CAC meet to conduct a gallery walk to answer reflecting questions based off the Effective School Framework. The topics reflected on were: Effective Teachers with Clearly Defined Roles, Family and Community Engagement, Objective Driven Lesson Plans with Clear Learning Targets, Tightly Aligned Curriculum and Assessments, Student Performance/Data Driven Instruction, Effective Leadership with Clearly Defined Roles. Under each topic, we identified trends: Effective Teachers with Clearly Defined Roles: Increasing authentic learning experiences for students; defining what an effective teacher does. Family and Community Engagement: We have increased family and community engagement. We need to work on identifying family and community experts to assist in supporting the campus. Objective Driven Lesson Plans with Clear Learning Targets: We identified that lesson plans were vague and needed clarity. Effective Leadership with Clearly Defined Roles: Leadership needs to be on the same page and communicate the same message.
Meeting #2: April 22, 2024 at 1:00 p.m. to 3:00 p.m. April 29, 2024 at 3:30 p.m. to 4:45 p.m.	April 22, 2024: Four members of the CAC reviewed data from mutliple sources to determine campus needs. Data utilized: Historical Attendance, Historical Enrollment, Insight Survey, SEAD Survey, Projected STAAR, MAP, and Circle Data, Demographics,

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

The CIP summative evaluation was conducted on April 29, 2024. The CAC determined that we needed to address some of the behaviors that students are experiencing. It was determined that their is a lack of consistent data collecting for behaviors and a lack of teacher knowledge utilizing the Branching Minds platform. Through data analysis, the CAC decided that strategies to support student learning and outcomes were appropriate. For example, the system of collecting and analyzing C.E.R. proved to be successful. This was a strategy that we decided to retain. As a committee, it was determined that strategies to support TELPAS and Special Populations will continue.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics							
At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records	X	Anecdotal data from programs	X
STAAR Domain 3 Data	X	GT Service Records	X	Classroom Observation Data	X	EOY Assessment Data	X
Special Education Service Records	X	PEIMS Standard Reports	X	CTE Enrollment		Anecdotal data from T-TESS	X
Student Attendance Records	X	Teacher Attendance Records	X	Other (Indicate to the Right)			

Student Learning							
STAAR/EOC Results	x	Local Benchmark Results	X	State Interim Results	X	MAP Data	X
CIRCLE Data	X	CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates	X	CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs							
Observational Data	X	Sign-Ins / Minutes	X	Calendar of Events	X	RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle	X	SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices		Rhythm Data	X
App usage dashboard	X	SKEW Data	X	Out of class routines	X	T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions							
Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers	X	Calendar of Parent Engagement	X	Feedback to Teachers	X	Mission, Values, and Vision	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

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		Problem Statements and Root Causes
Student Attendance	PS DE-1	Although attendance has increased to 91.61% for the 2023-2024 school year, and Briscoe is projected to be at 92.3% for the 2024-2025 school year.
	RC DE-1	System for calling/notifying parents of absences was not consistently implemented.
Programs Student Outcomes	PS DE-2	By the end of the 2024-2025 school year, 3rd grade Reading STAAR Level Meets for economically disadvantaged student group will increase by 10%.
	RC DE-2	Tier 3 students are not receiving daily interventions in Reading and Math for 30 minutes per subject.
Student Discipline	PS DE-3	The number of student with documented incidents is undereported in Branching Minds.
	RC DE-3	Inconsistent data reporting in Branching Minds and lack of teacher training about the Branching Minds Platform.
Teacher Attendance	PS DE-4	In 2024, 41% of teachers utilized more than the 10 allowed state/personal days.
	RC DE-4	Inconsistent system for maintaining a record of absences.
Strengths & Areas for Improvement Based on your Data Analysis		

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.

Comprehensive Needs Assessment - Student Learning

Student Learning (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
EOY Assessment Outcomes	**PS SL-1**	In 2024, students scored 23% on all tests, at the Meets Level for Reading , Math , and Science.
	RC SL-1	Inconsistent implementation of instructional strategies and practices in different learning environments.
Grade Level Readiness	**PS SL-2**	In 2024, 45 of 91 students taking TELPAS, achieved expected growth.
	RC SL-2	Inconsistent implementation of instructional strategies and practices.
Grade Level Readiness	**PS SL-3**	In 2024, according to preliminary STAAR data and formative and summative data, 60% of students were unable to score proficient on the constructed extended response.
	RC SL-3	Lack of a school wide system for implemeting the CER/ECR.
Grade Level Readiness	**PS SL- 4**	In 2024, according to EOY Math MAP data, 60% of students performed below grade level for math fluency and computations.
	RC SL-4	Lack of a school wide system for practicing math fluency and problem solving strategies.
Strengths & Areas for Improvement Based on your Data Analysis		Reference Data Table Index: 2023-24 Briscoe ES MAP Results 2023-24 Briscoe ES Very Preliminary STAAR Results 2023-24 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 & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Enrichment Opportunities	PS PP-1	In 2024, for Exhibition, 33% of 49 5th grade students lacked depth of knowledge when presenting the culminating project.
	RC PP-1	Lack of resources such as print, technology, availibilty experts to interview, and non-fiction books.
Enrichment Opportunities	PS PP-2	In 2024, 11% of 454 students were unable to meet expectations on the end of unit summatives.
	RC PP-2	Students were not provided with a rubric prior to the end of unit summative assessment, and the application of the summaitive varied from teacher to teacher.
Tutoring	PS PP-3	In 2024, did not meet expectations on end of year assessments such as STAAR, MAP, or Circle.
	RC PP-3	Lack of teacher/staff tutoring across all grade levels.
Enrichment Opportunities	PS PP-4	In 2024, two out of the seven grade levels did not go on Field Trips.
	RC PP-4	Lack of allocated funding for field trips.
Strengths & Areas for Improvement Based on your Data Analysis		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. Intervention kits for Reading and Math were purchased by the campus. There is a lack of proactive content specific training and resources provided by the district. Resources provided are given mid-year or later. Resources are needed in a timely manner to impact student learning and achievement. Our students use Imagine Math and Prodigy consistently for Math interventions., There is a consistent campus wide Reading intervention for struggling readers. Students use Istation. We have seen gains in the majority of the students using the program. Bilingual classrooms are lacking appropriate resources to implement Balanced Literacy and PYP effectively in addition to testing and assessment resources.
		The district has provided students with one to one technology for each student.
		The overall cultural in the classrooms is positive. The classroom teachers have good behavior management systems in place. There were only 15 discipline issues last year.
		To 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 via Zoom. During the meetings there are opportunities for questions and answers as well as time for concerns to be discussed between the parents and administration.
		Both the students and the teachers view Briscoe as a safe, friendly, and positive environment.To help reinforce Briscoe's disciplinary policies we review the Briscoe Essentials, which are for our students to be safe, caring, respectful and responsible during morning announcements. Also, the school counselor implements the Learner Profile, Approaches to Learning, and Key Concepts in guidance lessons. Teachers implement, teach, and model the Learner Profile daily as well. The PYP Learner Profile and Approaches to Learning have replaced PBIS.

	Teachers use their own trackers and data collection systems to analyze data on formative and summative assessments. We had some meetings to discuss areas of strength and need with grades 3rd-5th. Other grade level conversations occur within PLC's.
	Briscoe utilizes a tiered hiring process. Applications are vetted, and then applicants are called in for an interview. The first initial interview is a screener. If a candidate gets past, the first interview then they are asked to come in for a panel interview. At times, candidates are asked to come in and conduct a mini-lesson. All new teachers are assigned a mentor. All 2nd and 3rd year teachers are given a buddy. We have a an Instructional Coach and IB Instructional Coordinator to support teachers.
	Administration meets weekly to discuss trends in the walkthroughs and data.

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.

Comprehensive Needs Assessment - Perceptions

Area Examined		Problem Statements and Root Causes
		Student Learning (Minimum 2 Areas)
Student Survey Results	PS PE-1	Based on the SEAD student survey, 51% of 168 3rd-5th students expressed to have a growth mindset.
	RC PE-1	Lack of resources and exposure to activities about it.
Parent Engagement Attendance	PS PE-2	In 2024, 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.
Student Survey Results	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		To 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. During the meetings there are opportunities for questions and answers as well as time for concerns to be discussed between the parents and administration. The FACE Specialist assists with the Principal's Coffee and maintains positive relationships with parents.All written communication to parents is provided in English and Spanish. A website and monthly calendar are used to communicate special events held on campus. During special events and meetings, translation is provided as needed.Both the students and the teacher view the Briscoe campus as a safe, friendly and positive environment. Our students know not to open the doors for anyone and that visitors must be let in by the office or an adult. We have signs reminding visitors to first check in at the office and signs that remind students not to open the doors. Students follow expected school-wide campus expectations and demonstrate Bear Essentials on a regular basis and are respectful to each other, staff and visitors. Teachers as well as administrators are viewed as very approachable.The overall cultural in the classrooms is positive. The classroom teachers have good behavior management systems in place. Briscoe Elementary has developed its' culture by developing policies that are a requirement of the IB. These policies include: Language, Assessment, Academic Integrity, and Inclusion. These policies guide how we do business.

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

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	PS # 1	By the end of the year, average daily attendance of 93%.	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 the first quarter, average daily attendance will be 90.5%.		
			By the end of the second quarter, average daily attendance will be 91%.		
			By the end of the third quarter, average daily attendance will be 92%		
			By the end of the fourth quarter, average attendance will be 93%.		
DE-2	PS #	By the end of the 2024-2025 school year, 3rd grade Reading STAAR Level Meets for economically	Tier 3 students will receive daily interventions in Reading and Math for 30 minutes a subject.		
		Quarterly KPIs	By the end of the first quarter, 75% of students will be receiving interventions.		
			By the end of the second quarter, 85% of students will be recieving interventions.		
			By the end of the third quarter, 90% of students will be receiving interventions.		
			By the end of the fourth quarter, 100% of students will be receiving interventions.		
DE-3	PS #	The number of student with documented incidents is undereported in Branching Minds.	Teachers will utilize campus wide form to record behaviors	Jennifer Emerson/Ericka	
		Quarterly KPIs	By the end of the first quarter, 50% of teachers will utilize the form.		
			By the end of the second quarter, 60% of teachers will utilize the form.		
			By the end of the third quarter, 70% of teachers will utilize the form.		
			By the end of the fourth quarter, 80% of teachers will utilize the form.		
	PS #	The number of student with documented incidents is undereported in Branching Minds.	During the 3rd Admin. Led PLC of the month, dedicated MTSS meetings and documentation in Branching Minds will occur.	Jennifer Emerson/Ericka	
		Quarterly KPIs	By the end of the first quarter, 50% of Tier 2 and Tier 3 students will have documented AIPs with 100% of To Dos completed.		
			By the end of the second quarter, 60% of Tier 2 and Tier 3 students will have documented AIPs with 100% of To Dos completed.		
			By the end of the third quarter, 70% of Tier 2 and Tier 3 students will have documented AIPs with 100% of To Dos completed.		
			By the end of the fourth quarter, 80% of Tier 2 and Tier 3 students will have documented AIPs with 100% of To Dos completed.		

			2.1 - Campus Improvement Plan (CIP)		
			The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes		
GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-4	PS #	By the end of the 2024-2025 school year, teacher attendance will improve from 41% of teachers using	Provide attendance incentives every three weeks.	Jennifer Emerson/Ericka	199-incentives/$5,500.00
		Quarterly KPIs	By the end of the first quarter, 3 teachers will have received an attendance incentive.		
			By the end of the second quarter, 6 teachers will have received an attendance incentive.		
	1		By the end of the third quarter, 9 teachers will have received an attendance incentive.		
			By the end of the fourth quarter, 12 teachers will have received an attendance incentive.		
	PS #				
		Quarterly KPIs			
DE-3	PS #				
		Quarterly KPIs			
DE-4	PS #				
		Quarterly KPIs			

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

Plan for Improvement – Student Learning

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	PS #	In 2024, students only scored 23% on all tests, at the Meets Level for Reading,Math,	ELAR/SLAR and math STAAR Instructional strategies will be modeled to teachers and implemented.	Emerson/ Guzman	
		Quarterly KPIs	By the end of the first quarter, 25% of teachers will implement STAAR ELAR/SLAR and math instructional strategies.		
			By the end of the second quarter, 50% of teachers will implement STAAR ELAR/SLAR and math instructional strategies.		
			By the end of the third quarter, 75% of teachers will implement STAAR ELAR/SLAR and math instructional strategies.		
			By the end of the fourth quarter, 100% of teachers will implement STAAR ELAR/SLAR and math instructional strategies.		
SL-1	PS #	In 2024, students only scored 23% on all tests, at the Meets Level for Reading,Math,	Science and STEM instructional materials will be utilized in grades Pk-5th to support Science instruction.	Emerson/ Richter/Guzman	
		Quarterly KPIs	By the end of the first quarter, 35% of teachers will conduct Science/STEM investigations as evidenced through Science journals, artifacts such as pictures, and exit tickets		
			By the end of the second quarter, 50% of teachers will conduct Science/STEM investigations as evidenced through Science journals, artifacts such as pictures, and exit tickets		
			By the end of the third quarter, 75% of teachers will conduct Science/STEM investigations as evidenced through Science journals, artifacts such as pictures, and exit tickets		
			By the end of the fourth quarter, 100% of teachers will conduct Science/STEM investigations as evidenced through Science journals, artifacts such as pictures, and exit tickets		
SL-2	PS #	In 2024,45 of 91 students taking TELPAS, achieved expected growth.	Students will pratice their listening and speaking skills at least 3 times a week	Guzman/Spicer	
		Quarterly KPIs	By the end of the first quarter, 60% of teachers gives students the opportunity to practice		
			By the end of the second quarter, 70% of teachers give students the opportunity to practice skills		
			By the end of the third quarter, 90% of teachers give students the opportunity to practice skills		
			By the end of the fourth quarter, 100% of teachers give students the opportunity to practice skills		
SL-3	PS #	In 2024, according to preliminary STAAR data and formative and summative data, 60% of students were unable to score proficient on the constructed extended response.	During PLC's teachers will be trained on an element of the CER based on a developed framework by leadership team coach.	Emerson/Richter	211/PD/$13,000
		Quarterly KPIs	By the end of the first quarter, teachers will learn and teach with 80% accuracy the first component of the CER... Claim and 1 Evidence/Reasoning		
			By the end of the second quarter, teachers will learn and teach with 80% accuracy the second component of the CER..Claim, 2 Evidences/Reasonings, and conclusion		
			By the end of the third quarter, teachers will learn and teach with 80% accuracy the third component of the CER..Claim, 2 Evidences/Reasonings, conclusion, formatting, and revising and editing.		
			By the end of the fourth quarter, teachers will learn and teach with 100% accuracy ALL of the components of CER.		
SL-4	PS #	In 2024, according to EOY Math MAP data, 60% of students performed below grade level for math fluency and computations.	There will be a vertically aligned math problem solving strategy system in place for teachers to use. In addition, teachers will turn in once. weekly evidence of math fluency practice.	Emerson/Guzman/ Richter	
		Quarterly KPIs	By the end of the first quarter, all teachers will be trained during PLC's on this startegy and teachers will turn in a fluency accountability piece.		
			By the end of the second quarter, 70% will put into practice the problem solving strategies and a fluency accountability piece.		
			By the end of the third quarter, 85% will put into practice the problem solving strategies and a fluency accountability piece.		
			By the end of the fourth quarter, 100% will put into practice the problem solving strategies and a fluency accountability piece.		

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

Plan for Improvement – Processes & Programs

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1 / PS # 1	By the end of the 2024-2025 school year, 75% of students in Kinder-5th, will increase their math and reading fluency by 25% over the baseline data.	The Instructional Assistants will provide student support in the area of Math and Reading	Ericka Guzman Jennifer	211/Instructional Assistants/$73,400
		Quarterly KPIs	By the end of the first quarter, Instructional Assistants will pull 10 small groups a week for Math/Reading fluency practice.		
			By the end of the second quarter, Instructional Assistants will pull 15 small groups a week for Math/Reading fluency practice.		
			By the end of the third quarter, Instructional Assistants will pull 17 small groups a week for Math/Reading fluency practice.		
			By the end of the fourth quarter, Instructional Assistants will pull 20 groups a week for Math/Reading fluency practice.		
PP-2	PS # 1	By the end of the year, 5th grade Exhibition, 80% of 5th graders, will have depth of knowledge when presenting their culminating project.	Students will given multiple opportunites to reaseach and make connections to UN sustainability goals.	Richter/5th grade team	211/Books/$9,200
		Quarterly KPIs	By the end of the first quarter, 50% of students will have access to rigorous resources to deepen their understading and communicate new learning to peers with confidence .		
			By the end of the second quarter, 60% of students will have access to rigorous resources to deepen their understanding and communicate new learing to peers with confidence .		
			By the end of the third quarter, 70% of students will have access to rigorous resources to deepen their understanding and communicate new learing to peers with confidence .		
			By the end of the fourth quarter, 80% of students will have access to rigorous resources to deepen their understanding and communicate new learing to peers with confidence .		
PP-3	PS #	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/Jennifer Emerson	
		Quarterly KPIs	By the end of the first quarter, students will have completed 5 CERs.		
			By the end of the second quarter, students will have completed 10 CERs.		
			By the end of the third quarter, students will have completed 15 CERs.		
			By the end of the fourth quarter, students will have completed 20 CERs.		
PP-4	PS #	In 2024, did not meet expectations on end of year assessments such as STAAR, MAP, or Circle.	By the end of the year, 75% of teachers/staff of campus will provide tutoring before, during or after school.	Jennifer Emerson	199- $5,000
		Quarterly KPIs	By the end of the first quarter, 30% of campus staff will tutor students in grades PK-5.		
			By the end of the second quarter, 50% of campus staff will tutor students in grades PK-5.		
			By the end of the third quarter, 60% of campus staff will tutor students in grades Pk-5.		
			By the end of the fourth quarter, 75% of campus staff will tutor students in grades PK-5.		

Plan for Improvement – Processes & Programs

			2.1 - Campus Improvement Plan (CIP)		
			The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes		
GPS	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
PP-5	**1**	By the end of the 2024-2025 school year, all grade levels from PK-5th grade will attend an educational field trip.	All students in PK-5th grade will go on at least one educational field trip before the end of the 2024-2025 school year.	Grade Level ACT	211/Field Trip Entry Fees and Buses/$21,000
	PS # 5	**Quarterly KPIs**	By the end of the first quarter, 2 grade levels will have gone on an educational field trip.		
			By the end of the second quarter, 4 grade levels will have gone on an educational field trip.		
			By the end of the third quarter, 6 grade levels will haved gone on an educational field trip.		
			By the end of the fourth quarter, all grade levels will have gone on an educational field trip.		
PP-6	**PS #**	**Quarterly KPIs**			
PP-7	**PS #**	.			
		Quarterly KPIs			
PP-8	**PS #**				
		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

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	PS # 1	By the end of the year, SEAD survey for growth mindset will increase by 10%	While in guidance, students will discuss, read and enteract with lessons about developing a growth mindset.	Bain	211/Books/$500
		Quarterly KPIs	By the end of the first quarter, all 3rd-5th grade classes will have at least 1 guidence class about growth mindset		
			By the end of the second quarter, all 3rd-5th grade classes will have participated in 2 guidance class about growth mindset		
			By the end of the third quarter, all 3rd-5th grade classes will have participated in 4 guidance class about growth mindset		
			By the end of the fourth quarter, all 3rd-5th grade classes will have participated in 5 guidance class about growth mindset		
PE-2	PS #	By the end of the year, according to the Parent Survey there will be an increase in families actively involved in family engagement opportunities.	Utilize various communication channels to reach out to parents. This includes emails, newsletters, social media websites, and mobile apps. We will also engage families through in-person meetings such as principal's coffees, open houses, grandaprents day and schoolwide other events. These communication efforts will be linked to learning in math and reading by providing updates on curriculum, sharing resources for at-home support, and celebrating student progress and achievements in these subjects.	Anayit Hernandez	211/Printing Services/$2,951 164/ Supplies and Refreshments for Family Engagement Activities/$3160
		Quarterly KPIs	By the end of the first quarter, 10 parent volunteers will be volunteering on a weekly basis.		
			By the end of the second quarter, 20 parent volunteers will be volunteering on a weekly basis.		
			By the end of the third quarter, 30 parent volunteers will be volunteering on a weekly basis.		
			By the end of the fourth quarter, 40 parent volunteers will be volunteering on a weekly basis.		
PE-3	PS #				
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, average daily attendance will be 90.5%.	Choose One	
DE-2	By the end of the first quarter, 75% of students will be receiving interventions.	Choose One	
DE-3	By the end of the first quarter, 50% of teachers will utilize the form.	Choose One	
DE-4	By the end of the first quarter, 50% of Tier 2 and Tier 3 students will have documented AIPs with 100% of To Dos completed.	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 25% of teachers will implement STAAR ELAR/SLAR and math instructional strategies.	Choose One	
SL-2	By the end of the first quarter, 60% of teachers gives students the opportunity to practice.	Choose One	
SL-3	By the end of the first quarter, teachers will learn and teach with 80% accuracy the first component of the CER - Claim and 1 Evidence/Reasoning.	Choose One	
SL-4	By the end of the first quarter, all teachers will be trained during PLC's on this startegy and teachers will turn in a fluency accountability piece.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, Instructional Assistants will pull 10 small groups a week for Math/Reading fluency practice.	Choose One	
PP-2	By the end of the first quarter, 50% of students will have access to rigorous resources to deepen their understading and communicate new learning to peers.	Choose One	
PP-3	By the end of the first quarter, students will have completed 5 CERs.	Choose One	
PP-4	By the end of the first quarter, 30% of campus staff will tutor students in grades PK-5.	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, all 3rd-5th grade classes will have at least 1 guidance class about growth mindset.	Choose One	
PE-2	By the end of the first quarter, 10 parent volunteers will be volunteering on a weekly basis.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, average daily attendance will be 91%.	Choose One	
DE-2	By the end of the second quarter, 85% of students will be recieving interventions.	Choose One	
DE-3	By the end of the second quarter, 60% of teachers will utilize the form.	Choose One	
DE-4	By the end of the second quarter, 60% of Tier 2 and Tier 3 students will have documented AIPs with 100% of To Dos completed.	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, 50% of teachers will implement STAAR ELAR/SLAR and math instructional strategies.	Choose One	
SL-2	By the end of the second quarter, 70% of teachers give students the opportunity to practice skills.	Choose One	
SL-3	By the end of the second quarter, teachers will learn and teach with 80% accuracy the second component of the CER, Claim, 2 Evidences/Reasonings	Choose One	
SL-4	By the end of the second quarter, 70% will put into practice the problem solving strategies and a fluency accountability piece.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, Instructional Assistants will pull 15 small groups a week for Math/Reading fluency practice.	Choose One	
PP-2	By the end of the second quarter, 60% of students will have access to rigorous resources to deepen their understading and communicate new learing to peers.	Choose One	
PP-3	By the end of the second quarter, students will have completed 10 CERs.	Choose One	
PP-4	By the end of the second quarter, 50% of campus staff will tutor students in grades PK-5.	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, all 3rd-5th grade classes will have participated in 2 guidance class about growth mindset.	Choose One	
PE-2	By the end of the second quarter, 20 parent volunteers will be volunteering on a weekly basis.	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

2.2 – Third Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, average daily attendance will be 92%	Choose One	
DE-2	By the end of the third quarter, 90% of students will be receiving interventions.	Choose One	
DE-3	By the end of the third quarter, 70% of teachers will utilize the form.	Choose One	
DE-4	By the end of the third quarter, 70% of Tier 2 and Tier 3 students will have documented AIPs with 100% of To Dos completed	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 75% of teachers will implement STAAR ELAR/SLAR and math instructional strategies	Choose One	
SL-2	By the end of the third quarter, 90% of teachers give students the opportunity to practice skills	Choose One	
SL-3	By the end of the third quarter, teachers will learn and teach with 80% accuracy the third component of the CER, Claim, 2 Evidences/Reasonings, conclusion	Choose One	
SL-4	By the end of the third quarter, 85% will put into practice the problem solving strategies and a fluency accountability piece	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, Instructional Assistants will pull 17 small groups a week for Math/Reading fluency practice	Choose One	
PP-2	By the end of the third quarter, 70% of students will have access to rigorous resources to deepen their understading and communicate new learing to peers	Choose One	
PP-3	By the end of the third quarter, students will have completed 15 CERs.	Choose One	
PP-4	By the end of the third quarter, 60% of campus staff will tutor students in grades Pk-5	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, all 3rd-5th grade classes will have participated in 4 guidance class about growth mindset	Choose One	
PE-2	By the end of the third quarter, 30 parent volunteers will be volunteering on a weekly basis	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Fourth Quarterly Review

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, average attendance will be 93%.	Choose One	
DE-2	By the end of the fourth quarter, 100% of students will be receiving interventions.	Choose One	
DE-3	By the end of the fourth quarter, 80% of teachers will utilize the form.	Choose One	
DE-4	By the end of the fourth quarter, 80% of Tier 2 and Tier 3 students will have documented AIPs with 100% of To Dos completed.	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 100% of teachers will implement STAAR ELAR/SLAR and math instructional strategies.	Choose One	
SL-2	By the end of the fourth quarter, 100% of teachers give students the opportunity to practice skills.	Choose One	
SL-3	By the end of the fourth quarter, teachers will learn and teach with 100% accuracy ALL of the components of CER.	Choose One	
SL-4	By the end of the fourth quarter, 100% will put into practice the problem solving strategies and a fluency accountability piece.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, Instructional Assistants will pull 20 groups a week for Math/Reading fluency practice.	Choose One	
PP-2	By the end of the fourth quarter, 80% of students will have access to rigorous resources to deepen their understading and communicate new learing to peers.	Choose One	
PP-3	By the end of the fourth quarter, students will have completed 20 CERs.	Choose One	
PP-4	By the end of the fourth quarter, 75% of campus staff will tutor students in grades PK-5.	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, all 3rd-5th grade classes will have participated in 5 guidance class about growth mindset.	Choose One	
PE-2	By the end of the fourth quarter, 40 parent volunteers will be volunteering on a weekly basis.	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

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

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, average daily attendance of 93%.	Choose One	
DE-2	By the end of the 2024-2025 school year, 3rd grade Reading STAAR Level Meets for economically disadvantaged student group will increase by 10%	Choose One	
DE-3	The number of student with documented incidents is underreported in Branching Minds	Choose One	
DE-4	The number of student with documented incidents is underreported in Branching Minds	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	In 2024, students only scored 23% on all tests, at the Meets Level for Reading Math, and Science	Choose One	
SL-2	In 2024, 45 of 91 students taking TELPAS, achieved expected growth.	Choose One	
SL-3	In 2024, according to preliminary STAAR data and formative and summative data, 60% of students were unable to score proficient on the constructed extended	Choose One	
SL-4	In 2024, according to EOY Math MAP data, 60% of students performed below grade level for math fluency and computations	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the 2024-2025 school year, 75% of students in Kinder-5th, will increase their math and reading fluency by 25% over the baseline data	Choose One	
PP-2	By the end of the year, 5th grade Exhibition, 80% of 5th graders, will have depth of knowledge when presenting their culminating project	Choose One	
PP-3	In 2023, according to preliminary STAAR data and formative and summative data, 60% of students were unable to score proficient on the constructed extended	Choose One	
PP-4	In 2024, did not meet expectations on end of year assessments such as STAAR, MAP or Circle	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, SEAD survey for growth mindset will increase by 10%	Choose One	
PE-2	By the end of the year, according to the Parent Survey there will be an increase in families actively involved in family engagement opportunities	Choose One	
PE-3		Choose One	
PE-4	By the end of the year,	Choose One	

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

Name	Role	Name	Role
Jennifer Emerson	Principal		
Michele Bain	Counselor		
Cari Richter	Primary Years Programme Coordinator		
Gregory Spicer	Campus Flex Operations Coordinator		
Sarah Christal	5th Grade Teacher		
Anna Ulate	3rd Grade Dual Language		
Jackie Avalos	Special Education Teacher		
John Davila	Spanish Teacher		
Marlene Rivera	Parent		
Yvette Benavides	Community Partner		
Margaret Daniel	Paraprofessional		
Mireya Fuentes	Kindergarten Teacher		
Ericka Guzman	Assistant Principal		

Committee Members

Assurances and Approval Information
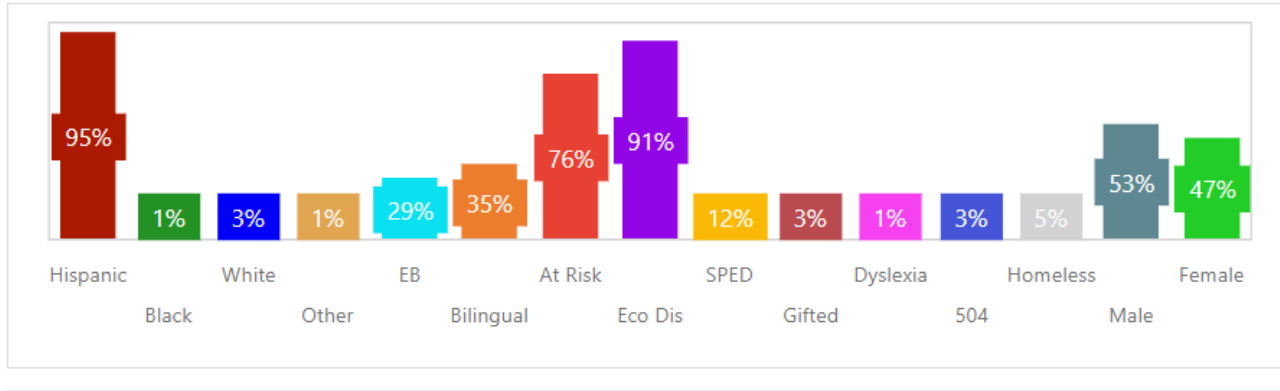
Principal Supervisor Assurance

As Principal Supervisor 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 Principal Supervisor 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	Dr. Melissa Alcala

Principal	SAISD Board Approval Date
Jennifer Emerson	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
August 26, 2024	August 28, 2024

Sidebar: Assurances and Plan Approval Information

Demographics (Percent of Student Body)

Hispanic	Black	White	Other	EB	Bilingual	At Risk	Eco Dis	SPED	Gifted	Dyslexia	504	Homeless	Male	Female
95%	1%	3%	1%	29%	35%	76%	91%	12%	3%	1%	3%	5%	53%	47%

Current Year Membership by Grade Level

ES Grades MS Grades HS Grades

PK	KG	01	02	03	04	05
97	63	71	64	59	62	49

Data Tables
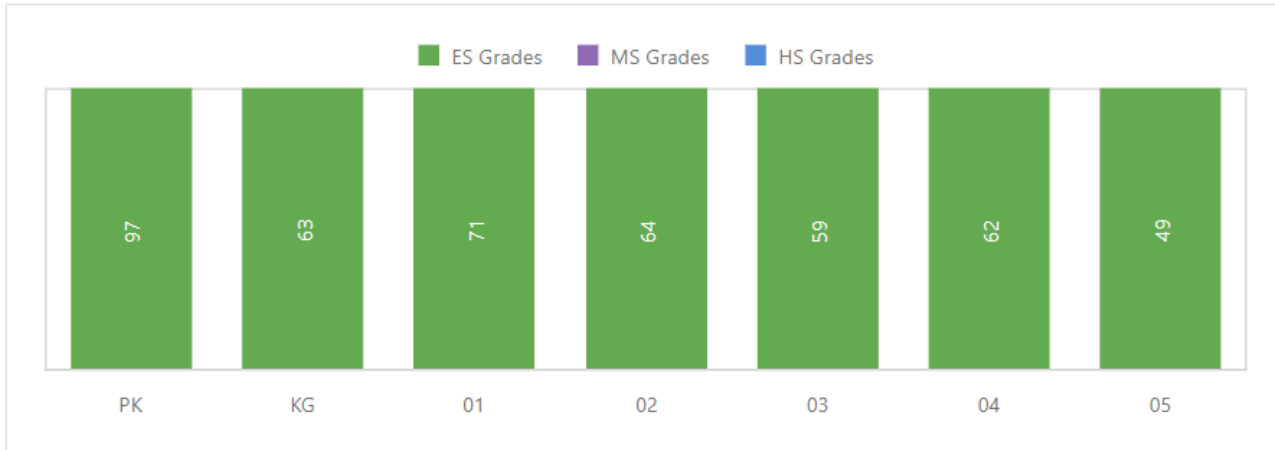
DOMAIN 1: STUDENT ACHIEVEMENT AND DOMAIN 2: PROGRESS

BEST OF ACHIEVEMENT OR PROGRESS: 70%

	ELAR 23	24 GOAL	MATH 23	24 GOAL	SCIENCE 23	24 GOAL
APPROACHES	58	63	51	59	18	23
MEETS	28	33	18	26	6	11
MASTERS	9	14	4	12	1	6

	Domain 1 Student Achievement 23	24 GOAL	Domain 2 Progress Pt A: Growth 23	24 GOAL	Pt B: Rel. Perf. 23	24 GOAL	Best of Achievement or Progress 24 GOAL Growth
RAW SCORE	24	30	64	67	24	30	
SCALE SCORE	50	56	71	74	52	58	74
APPROACHES	47	53					
MEETS	20	26					
MASTERS	6	12					

DOMAIN 3: CLOSING THE GAP

CLOSING THE GAP 30%

	ELAR MTS 23 Score	Pts	24 Goal Score	Pts	MATH MTS 23 Score	Pts	24 Goal Score	Pts	ELAR GROWTH 23 Score	Pts	24 Goal Score	Pts	MATH GROWTH 23 Score	Pts	24 Goal Score	Pts	TELPAS 23 Score	Pts	24 Goal Score	Pts	Student Success 23 Score	Pts	24 Goal Score	Pts	Closing the Gap 23 Raw	Scale	24 GOAL Raw	Scale
All	28	1	33	2	18	1	26	2	61	0	64	3	67	0	69	3	49	3	50	3	24	0	31	2	21	64	65	83
Black																												
Hispanic	28	1	32	2	17	1	24	2	61	0	63	3	66	0	68	3					24	0	29	2				
White																					50		54	2				
Asian																												
High Focus	25	1	30	2	16	1	23	2	60	0	63	3	66	3	68	3					22	0	28	2				

There must be at least 10 tests in both 2023 and 2024 for a group to be accountable. The two lowest performing Race/Ethnicity groups that meet that criteria will be included in the ratings. 2024 Goal is notated for eligible groups and the score needed to earn a minimum score of 2 points or higher based on 2023 performance.
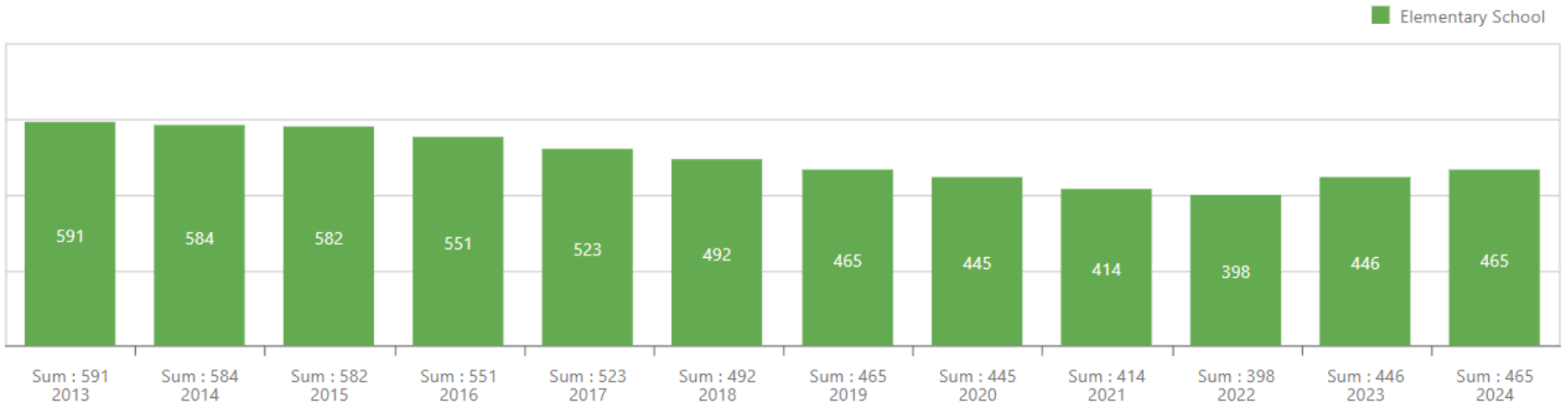
OVERALL

Overall Score & Rating 23	Overall Score & Rating 24 GOAL
69 D	77 C

Historical Enrollment (Current Year reflects Year-to-Date and includes all ADA weight values)

■ Elementary School

Sum : 591 2013	Sum : 584 2014	Sum : 582 2015	Sum : 551 2016	Sum : 523 2017	Sum : 492 2018	Sum : 465 2019	Sum : 445 2020	Sum : 414 2021	Sum : 398 2022	Sum : 446 2023	Sum : 465 2024
591	584	582	551	523	492	465	445	414	398	446	465

Data Tables

PK-2: Percent of Students At Tier 1 By End of Year and Percent Making Growth

	Phonological Awareness 23	GOAL 24	Phonics/Word Recognition 23	GOAL 24	Oral Reading Participation 23	GOAL 24	Sentence Reading Fluency 23	GOAL 24		READING Tier 1 23	GOAL 24	READING Growth 23	GOAL 24	MATH Tier 1 23	GOAL 24	MATH Growth 23	GOAL 24
									PK CIRCLE	44	70	47	50	67	70	84	85
KG FLUENCY	50	70	64	70					KG MAP	60	70	52	55	69	70	60	65
01 FLUENCY					23	70	19	70	01 MAP	45	70	40	50	43	70	35	50
02 FLUENCY					43	70	38	70	02 MAP	29	70	36	50	36	70	45	50

MAP: Only students with beginning and end of year scores were used in the calculations. MAP Growth is measured BOY to EOY. Reading English and Spanish scores are combined.

Data Tables

ATTENDANCE

2012	2013	2014	2015	2016	2017	2018	2019	2020 thru 3/6/20	2021	2022	2023	2024 GOAL
96.9	96.8	97.7	96.9	96.9	96.2	95.5	95.3	94.4	89.5	88.4	91.3	92.3

Growth Mindset

51%
Favorable

School Safety

60%
Favorable

Self-Management

64%
Favorable

Sense of Belonging

69%
Favorable

Social Awareness

60%
Favorable

Select *PDF*
Change *This View* to *Specific sheets from this workbook*
Click *Select All* to print the entire report
Or select the sheets you wish to print
Click *Download*

Spring 2024 Insight Data for

Briscoe Elementary ▼

Index Scores

The Instructional Culture Index is a summary measure of a school's instructional culture. Schools with strong Index Scores generally have strong student outcomes and retain more of their most effective teachers. Your school's Index score and Index Percentile Rank are below.

School Index Score	Index Percentile Rank
8.4	**70%**

Domain Scores from the Teacher Survey

Questions in the Insight survey are grouped into topics called domains. Domain scores summarize your teachers' feedback about these topics. The blue bars show your school's domain scores and the green lines show the San Antonio Top Quartile.

Domain	School Score	Top Quartile
Peer Culture	6.2	7.2
Professional Development	6.2	7.1
Career Progression	6.3	6.5
Instructional Planning for Student Growth	6.3	6.8
Academic Opportunity	6.4	6.8
Leadership	6.4	6.7
Learning Environment	6.6	7.0
Observation and Feedback	6.7	6.6
Family and Community Engagement	6.8	6.7
Diversity, Equity, and Inclusion	7.3	7.1
Evaluation	7.1	8.0

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.

Compliance Checklist							
Federally Required Strategies – Do we have strategies that address -							
At-Risk Support	X	Support for Special Populations	X	Parent & Family Engagement	X	Students Not On Grade Level	X
Recruiting/Retaining Teachers		Violence Prevention/Intervention	X	Professional Development	X	Dropout Prevention (Secondary)	
Physical Activity		Social and Emotional Support	X	Student Attendance	X	Transition PK to K	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions	X	Federally Funded Staff	X

Equitable Availability of the Campus Improvement Plan to Parents		**Equitable Availability of the School-Parent Compact to Parents**	
Physical Locations of the Plan	Main Office at Briscoe Elementary	Physical Locations of the Compact	Main Office at Briscoe Elementary
Languages Available	English and Spanish	Languages Available	English and Spanish
URL to Online Version	Campus Improvement Plan	URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents			
Physical Locations of the Policy	Main Office at Briscoe Elementary	How and When was the PFE Policy Distributed	
Languages Available	English and Spanish	August 9, 2024 at 5:00 p.m. in the Cafeteria for Meet the Teacher September 5, 2024 at 5:00 p.m. Open House	
URL to Online Version	Campus Improvement Plan		

Compliance Checklist

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:	Equitable Availability of the Campus Improvement Plan to Parents	
☑ At-Risk Support	Physical Locations of the Plan	Main Office
☐ CCMR - Secondary	Languages Available	English and Spanish
☐ Dropout Prevention (Secondary)	URL to Online Version	Campus Improvement Plan
☑ Federally Funded Staff	**Equitable Availability of Parent-Family Engagement Policy to Parents**	
☑ MTSS – Behavioral Interventions	Physical Locations of the Policy	Main Office
☑ Parent & Family Engagement	Languages Available	English and Spanish
☑ Physical Activity	URL to Online Version	
☑ Professional Development	**Equitable Availability of the School-Parent Compact to Parents**	
☑ Quality of Learning Environment	Physical Locations of the Compact	Main Office
☑ Recruiting/Retaining Teachers	Languages Available	English and Spanish
☑ Social and Emotional Support	URL to Online Version	
☑ Student Attendance	**How and When was the PFE Policy & School-Parent Compact Distributed**	

Method	Date	Method	Date
Posted on Website and copies available in Main Office			

(Left sidebar vertical title: **Title I Campus Program Requirements**)

Additional strategies listed:
- ☑ Students Not On Grade Level
- ☑ Support for Special Populations
- ☑ Transition PK to K
- ☑ Violence Prevention/Intervention

Title I Compliance Documentation and Submissions

Documentation and Submissions

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	JE
	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		JE
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		JE
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		JE
	The CIP is in an accessible location on your campus, list of available languages, and 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		

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, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices representing family engagement meetings and trainings on different days and times	Google Shared Folder	

School-Parent-Compact (ESSA Sec. 1116(d)

Action	Documentation	CIP Location / Upload Location	Done
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, and 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))

Action	Documentation	CIP Location / Upload Location	Done
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	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	**Google Shared Folder**	
		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		