

# **Brazosport Independent School District**

## **Bess Brannen Elementary**

### **2023-2024 Improvement Plan**

**Accountability Rating: A**



**Board Approval Date:** October 16, 2023

# Mission Statement

The mission of Bess Brannen is to graduate each student to be future ready.

## Vision

Setting the standard for educational excellence.

## Core Beliefs

We believe every child deserves the highest quality education

We believe everyone is accountable for student success

We believe students find purpose through connections with their schools

We believe collaborative partnerships are vital to strengthening the learning experience

We value and support the contributions of our staff

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The Brannen CEIC met on May 10, 2023 from 8:30 a.m.-3:00 p.m. in the Brannen conference room to complete the Campus Improvement Plan quarter review and introduce the Campus Needs Assessment (CNA). The CEIC team met to review and make revisions to the Brannen and Parent compact and Parent engagement policy. The committee also reviewed the budget and discussed websites and materials that will be purchased for next year. We discussed the process of the CNA by referring to a power point. The CEIC members were then divided up into groups to address the specific multiple measures of data. Each group was provided access to the Brannen data folder on line as well as a paper folder containing all the pertinent information. Each group used the data to answered questions that were assigned to their group. The groups moved from slide to slide answering the questions. Each group's answers were identified by the folders they returned. After documenting their answers, each group identified the strengths and challenges for their areas. They also wrote summary statements for each measure of data. Family involvement night was also discussed. The group discussed what worked well and what did not work well during the family involvement night.

The administrative team met on June 14, 2023 from 12:00p.m. - 5:00p.m. in the Brannen principal's office to review all of the input provided from the CEIC. This team prioritized the current problem statements and corresponding root causes. This completed the CNA process for Brannen Elementary.

# Demographics

## Demographics Summary

Currently, Bess Brannen Elementary serves approximately 738 students ranging from kindergarten to fourth grade. 48.19% of our students are economically disadvantaged. The ethnic breakdown is 4.21% African American, 36.87% Hispanic, 52.83% White, 0.29% Native American, 0.15% Pacific Islander, 3.05% two or more races, and 2.61% Asian. 5.52% of students are considered ESL and 47.31% are At-Risk. Brannen's gifted and talented students represent 11.61% of the population and 17.71% are identified as special education students. There are 11 homeless students. Our enrollment over the last four years has shown an increase and this year, we have approximately 35 more students than last year. Last year, our enrollment was 703, and this year it is 738.

According to the 21-22 Staff information (TAPR), campus average is 15.7 students per teacher. The district is 13.7 and the state is 14.6.

Attendance for this year increased due to enforcement of attendance policy and ability to follow up with parents. The campus attendance average for 2022-2023 was 95.60% which is higher than last year's 91.90%. Student mobility this year is 10.2% which is consistent with the past five years.

## Demographics Strengths

- Brannen's mobility rate has remained between 10 and 12 percent for the past five years. (Count and Percent of Special Ed Students who are Mobile 12.5%), (Count and Percent of Econ Dis Students who are Mobile 13.3%)

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** According to the 21-22 Staff information (TAPR), campus average is 15.7 students per teacher. The district is 13.7 and the state is 14.6. **Root Cause:** Larger class sizes made it difficult to provide embedded interventions.

# Student Learning

## Student Learning Summary

Parent satisfaction remains high across the board, and student performance on STAAR at the Meets Grade Level slightly decreased in every tested subject:

- 4th grade reading performance decreased by 9% from 78% to 68%
- 4th grade math performance decreased by 3% from 69% to 67%
- 3rd grade reading performance decreased by 2% from 64% to 62%
- 3rd grade math performance stayed the same at 54%

All four STAAR tests showed improvement, some as much as 16%. Although scores have improved, they are not as high as pre-COVID.

Percentages for student on grade level on reading screeners at the end of the year were:

- 79% for kindergarten (Decreased from 92%) Last year, students were pulled in small groups to test in the RTI classroom. This year, the students took the test whole group.
- 65% for first grade (Decreased from 80%) This is the Star Reading Screener. Last year, most students in 1st grade took the Star Early Literacy Screener, and were pulled small group if needed.
- 78% for second grade (Increase from 74%)
- 77% for third grade (Increase from 74%)
- 74% for fourth grade (Decrease from 88%)

Percentages for student on grade level on math screeners at the end of the year was:

- 77 % for first grade
- 75% for second grade (Same percentage)
- 80% for third grade (Decrease from 81%)
- 82% for fourth grade (Decrease from 86%)

EOY CBA results for first and second grades at Meets Grade Level were:

- First grade math: 91% (Increase from 80%)

- First grade reading: 34% (Decrease from 70%)
- Second grade math: 67% (Decrease from 72%)
- Second grade reading: 65% (Increase from 52%)

The campus is on target to remain at or above 60% Meets Grade Level on most STAAR and CBAs with the exception of third grade math STAAR and 1st-grade EOY reading CBA. Students in grades 2-4 demonstrated a slight decrease from last year in grade-level readiness on the Star Renaissance screener in math. Reading screener results in grades K-1 and 4 indicate that students showed consistency and growth, with just a slight decrease from last year while results for grades 2-3 show an increase in growth from last year. The campus will need to increase the amount of intervention support available to K, 1, and 4 readers and grades 3-4 math.

Disaggregated data from STAAR results indicate that in 3rd grade students scored \_\_\_\_\_ to the overall Meets STAAR scores for Emergent Bilingual reading, Hispanic and Economically disadvantaged math and reading. Our 3rd grade African American students performed \_\_\_\_ higher. In 4th grade, students performed at or equal to the overall meets STAAR scores in African American reading and Hispanic math and reading. In contrast, 3rd grade Emergent Bilingual and Special Education Math scores were \_\_\_\_ lower. Fourth grade Emergent Bilingual and African American math scores were \_\_\_\_\_ lower and Special Education math and reading were \_\_\_\_\_ lower.

Economically disadvantaged students, special education students, students identified as English Learners, Hispanic students, African American students, and students identified as at-risk are below the Meets Grade Level average on 2023 STAAR exams. The campus determined that in addition to evaluating Tier 1 instruction, additional staff is needed to provide Tier 2 support.

### Student Learning Strengths

- Class size ratios were lower from previous years at 20:1
- 92% of Parents are satisfied or highly satisfied with their child's learning
- Overall Meets Grade Level percentages have all improved from last year.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students with behavioral aggression are allowed to remain in general ed. classrooms, endangering their fellow students and teachers. **Root Cause:** Teachers and support staff need training for mitigating extreme behaviors.

**Problem Statement 2 (Prioritized):** The Meets Grade Level performance in STAAR reading for Eco Dis students is 53%, for SPED students is 41%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. **Root Cause:** The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.

**Problem Statement 3 (Prioritized):** The Meets Grade Level performance in STAAR math for Eco Dis students is 47%, for SPED students is 33%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. **Root Cause:** The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.



# School Processes & Programs

## School Processes & Programs Summary

The Curriculum that we are using are: Saxon Phonics, Empowering Writers, Patterns of Wonder, HMH, Texas Go Math and Studies Weekly.

Professional development for this year has been Kagan, Teach Big Reading and Writing Training, District Math Curriculum Previews, Empowering Writers Training, Saxon Phonics Training, Amira Trainings, Autism Trainings for Behaviors and PLC Trainings.

Leadership and decision -making processes have been through CEIC collaborative meetings, monthly faculty meetings and grade level bi-monthly PLC meetings, School Committee meetings and PTO monthly meetings.

Communication engaged through class and campus DoJo's, campus monthly newsletters, classroom weekly newsletters, marquee information, and occasional flyers.

Staff is also communicated through Remind/weekly newsletters/grade level PLC meetings.

Support Services are the LPC, Community Mentors (Reading Heroes), PALS ( Intermediate/High School Students), RTI, SPED, Counseling, Behavior Support Team.

Extracurricular opportunities are numerous: Robotics Club/Link Club/Running Club/Art Contests for Brazoria County Fair and Houston Rodeo.

Co-curricular are also numerous: Special Community members ie: police officers, librarians, Kenyan visitors, field trips to NASA, Zoo, Plays, Career Day, Moody Gardens, Sea Center, Natural Wildlife Refuge.

Technology is being integrated through ST Math, Star Renaissance, ESpark, Lalilo, IXL, Splash Learn, Reflex Math, 99 Math, Underwater Math, Flocabulary, Brain Pop Jr., Prodigy, Generation Genius and Keyboarding.

## School Processes & Programs Strengths

- According to the individual comments in the Parent Survey, many parents were pleased with the teachers' communication with parents and their caring for the students.
- 95% strongly agree or agree that their child is strongly prepared for the future.
- 96.3% of teachers agreed or strongly agreed their students were successful learners.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Bathrooms for grades 1-4 are outside of the classroom in the hallways which causes behavior and safety problems for students. **Root Cause:** Hallway and bathroom expectations and procedures are not linked to PBIS.

**Problem Statement 2 (Prioritized):** Personnel need school wide information given in a more timely manner in order to plan for the days. **Root Cause:** At this time we do not have a communication form or a school wide calendar that is updated in a timely manner.

**Problem Statement 3 (Prioritized):** Students with behavioral aggression are allowed to remain in general ed. classrooms, endangering their fellow students and teachers. **Root Cause:** Teachers and support staff need training for mitigating extreme behaviors.

**Problem Statement 4 (Prioritized):** There is a need to involve all teachers in leadership. **Root Cause:** Too few teachers are involved in campus leadership roles.

# Perceptions

## Perceptions Summary

The staff and leadership at Bess Brannen continue to be a strength. Safety and support for teachers and students are a challenge. Developing areas include opportunities for parent involvement in their child's education, and parent/admin/teacher communication. Parent involvement has improved with 91% of parents indicating they feel welcome. We have a strong PTO, Bronco Dad Program, and volunteer base. 91% of parents indicate they are happy with the communication between parents and teachers and enjoy using Class Dojo. However, teacher feedback indicates that communication among staff members is challenging. 90% of the parents felt like their child has been a successful learner this year and 86% of the parents would recommend our school to others. Staff members report concerns with safety and support due to extreme student behaviors.

## Perceptions Strengths

- Based on the surveys the staff is high quality,
- Countless parents commented on the fantastic, quality teachers their child experienced at Bess Brannen.
- 95% of parents report their student feels safe at school all or most of the time.
- 81% of parents feel their child is well prepared for the future due to their schooling at Bess Brannen.
- Only 8% of the parents did not feel welcome to the campus
- Bronco Dads and Volunteers have made families feel more involved.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Teachers feel that there is not adequate information and planning time for events. **Root Cause:** Staff needs access to the Brannen events calendar.

**Problem Statement 2 (Prioritized):** Students with behavioral aggression are allowed to remain in general ed. classrooms, endangering their fellow students and teachers. **Root Cause:** Teachers and support staff need training for mitigating extreme behaviors.

# Priority Problem Statements

**Problem Statement 1:** The Meets Grade Level performance in STAAR reading for Eco Dis students is 53%, for SPED students is 41%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels.

**Root Cause 1:** The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** The Meets Grade Level performance in STAAR math for Eco Dis students is 47%, for SPED students is 33%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels.

**Root Cause 2:** The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** According to the 21-22 Staff information (TAPR), campus average is 15.7 students per teacher. The district is 13.7 and the state is 14.6.

**Root Cause 3:** Larger class sizes made it difficult to provide embedded interventions.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Students with behavioral aggression are allowed to remain in general ed. classrooms, endangering their fellow students and teachers.

**Root Cause 4:** Teachers and support staff need training for mitigating extreme behaviors.

**Problem Statement 4 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 5:** Bathrooms for grades 1-4 are outside of the classroom in the hallways which causes behavior and safety problems for students.

**Root Cause 5:** Hallway and bathroom expectations and procedures are not linked to PBIS.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** There is a need to involve all teachers in leadership.

**Root Cause 6:** Too few teachers are involved in campus leadership roles.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Personnel need school wide information given in a more timely manner in order to plan for the days.

**Root Cause 7:** At this time we do not have a communication form or a school wide calendar that is updated in a timely manner.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Teachers feel that there is not adequate information and planning time for events.

**Root Cause 8:** Staff needs access to the Brannen events calendar.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

# Goals

Revised/Approved: September 18, 2023

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 1:** In 2023- 2024, the percent of 3rd grade and 4th grade students that score Meets Grade Level or above on STAAR Reading will increase from 63% to 66% in third grade and 63% to 66% for fourth grade. (HB 3 Early Literacy Goal)

**High Priority**

**HB3 Goal**


**Evaluation Data Sources:** State assessment results indicating attainment of targeted improvement.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create greater consistency in the use of the AR reading program for all students in grades K-4 to increase fluency, comprehension; and vocabulary for grades K-4</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of first through fourth grade students will make the campus reading team.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Classroom teachers Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide intervention support to students who qualify as at risk for scoring at the Did Not Meet Grade Level, or who scored at the Approaches Grade Levels on district CBA's or STAAR Reading, or who did not score at grade level readiness on screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.</p> <p><b>Strategy's Expected Result/Impact:</b> All students who perform at the Did Not Meets and Approaches Grade Level on CBAs and/or the previous year STAAR test, along with students who do not perform on grade level on reading screeners will be provided with timely interventions aligned to their deficiencies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Current campus Interventionists</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement writing programs for Tier 1 writing instruction to all students to improve writing performance in all grade levels, and to prepare third and fourth grade students to successfully meet grade level on the new ELAR STAAR exams.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students in grades K-4 will write end of year writing samples that incorporate all of the elements expected for the grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators District ELAR Coordinator</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 2:** The Meets Grade Level performance in STAAR reading for Eco Dis students is 53%, for SPED students is 41%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. **Root Cause:** The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.





**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 2:** In 2023-2024, the percent of 3rd grade and 4th grade students that score Meets Grade Level or above on STAAR Math will increase from 55% to 63% in third grade and 55% to 58% for fourth grade. (HB 3 Early Numeracy Goal)

**HB3 Goal**

**Evaluation Data Sources:** State assessment results indicating attainment of targeted improvement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide supplemental math programs to all students to enrich Tier 1 instruction in mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students in grades K-4 will perform at or above grade level on the end of year math screener.</p> <p><b>Staff Responsible for Monitoring:</b> District Math Coordinator Campus administrators</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide intervention support to students who qualify as at risk for scoring at the Did Not Meet Grade Level, or who scored at the Approaches Grade Levels on district CBA's or STAAR Math, or who did not score at grade level readiness on screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.</p> <p><b>Strategy's Expected Result/Impact:</b> All students who perform at the Did Not Meets and Approaches Grade Level on CBAs and/or the previous year STAAR test, along with students who do not perform on grade level on math screeners will be provided with timely interventions aligned to their deficiencies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Current campus Interventionists</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> The Meets Grade Level performance in STAAR math for Eco Dis students is 47%, for SPED students is 33%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. <b>Root Cause:</b> The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.</p>

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 3:** in 2023-2024, Brannen Elementary will provide students with well-rounded learning opportunities to support meeting all Meets Grade Level targets on all STAAR exams, and increasing Masters Grade Level percentages by at least 5%.

**Evaluation Data Sources:** State assessment results indicating attainment of targeted improvement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide well rounded learning opportunities to all students, particularly those who demonstrate mastery of core content with enrichment opportunities during embedded tutorial and intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> All students who demonstrate mastery of lesson content on formative assessments will be assigned to enrichment groups to extend their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Principal and grade level leaders will receive training in managing large classes and organizing instruction in a manner that interventions can be provided during Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade level collaboration teams will become adept at embedding interventions into Tier 1 instruction even when class sizes reach the maximum of 22:1.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Grade Level Leads</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> According to the 21-22 Staff information (TAPR), campus average is 15.7 students per teacher. The district is 13.7 and the state is 14.6. <b>Root Cause:</b> Larger class sizes made it difficult to provide embedded interventions.</p>

## Student Learning

**Problem Statement 2:** The Meets Grade Level performance in STAAR reading for Eco Dis students is 53%, for SPED students is 41%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. **Root Cause:** The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.





**Problem Statement 3:** The Meets Grade Level performance in STAAR math for Eco Dis students is 47%, for SPED students is 33%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. **Root Cause:** The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.

**Goal 2:** Brazosport ISD learning environments will be safe and conducive to learning.

**Performance Objective 1:** In 2023-2024, Brannen Elementary School will provide supports to students to create learning environments that are safe and conducive to learning resulting in a 10% or more improvement in Meets Grade Level performance on all STAAR exams for each racial/ethnic and special program population group identify as under performing in 2023.

**Evaluation Data Sources:** STAAR Exams

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The counselor will support the learning of all students by providing lessons that address students' social, emotional and mental health needs.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year, the counselor will have provided 15 lessons to students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The counselor will coordinate with local family support agencies and the district's child nutrition department to provide needed supports to families.</p> <p><b>Strategy's Expected Result/Impact:</b> All families of students identified as in need of outside support will be provided with contact information. This year all families with school age children will receive a free breakfast and lunch.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.5 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All staff will implement Positive Behavior Intervention and Supports to reduce the number of discipline referrals and out of classroom placements.</p> <p><b>Strategy's Expected Result/Impact:</b> Referrals and out of class placements will be reduced by 10% or more.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principal , Counselor</p> <p><b>Title I:</b> 2.6 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 3 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus administrators, the attendance clerk, the counselor and teachers will implement attendance monitoring and supports to increase daily student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rate will increase to 96%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principal</p> <p><b>Title I:</b> 2.5 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students with behavioral aggression are allowed to remain in general ed. classrooms, endangering their fellow students and teachers. <b>Root Cause:</b> Teachers and support staff need training for mitigating extreme behaviors.</p>
<p><b>Problem Statement 2:</b> The Meets Grade Level performance in STAAR reading for Eco Dis students is 53%, for SPED students is 41%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. <b>Root Cause:</b> The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.</p>
<p><b>Problem Statement 3:</b> The Meets Grade Level performance in STAAR math for Eco Dis students is 47%, for SPED students is 33%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. <b>Root Cause:</b> The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.</p>



### School Processes & Programs

**Problem Statement 1:** Bathrooms for grades 1-4 are outside of the classroom in the hallways which causes behavior and safety problems for students. **Root Cause:** Hallway and bathroom expectations and procedures are not linked to PBIS.

**Problem Statement 3:** Students with behavioral aggression are allowed to remain in general ed. classrooms, endangering their fellow students and teachers. **Root Cause:** Teachers and support staff need training for mitigating extreme behaviors.

### Perceptions





**Problem Statement 2:** Students with behavioral aggression are allowed to remain in general ed. classrooms, endangering their fellow students and teachers. **Root Cause:** Teachers and support staff need training for mitigating extreme behaviors.

**Goal 3:** Brazosport ISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

**Performance Objective 1:** In 2023-2024, Brannen Elementary School will actively work to engage parents in the education of their children resulting in an 10% or more decrease in the percentage of parents who indicate that they were not invited to participate in their child's education.

**Evaluation Data Sources:** End-of-year Parent surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will ensure that at least one parent from each grade level is partnered with a teacher from that grade level to serve on the Parent Advisory Council for Title, I, Part A.</p> <p><b>Strategy's Expected Result/Impact:</b> The Parent Advisory Council to support the Schoolwide Program will have at least one teacher and one parent per grade level assigned as a member.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will host parent events at the school that focus on ways in which they can partner with teachers in their child's education.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will host at least two events each year; one each semester.</p> <p><b>Staff Responsible for Monitoring:</b> Campus parental involvement committee</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Title I, Part A PFE Funds - 211 - Title I, Part A Parent &amp; Family Engagement - \$1,630</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will meet with parents/guardians at the beginning of the school year to review and sign the Parent/Family Compact, and the campus will make the Parent Engagement Policy available to them in a language they can read.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents/Guardians will partner with teachers and the school in the education of their children.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> According to the 21-22 Staff information (TAPR), campus average is 15.7 students per teacher. The district is 13.7 and the state is 14.6. <b>Root Cause:</b> Larger class sizes made it difficult to provide embedded interventions.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> The Meets Grade Level performance in STAAR reading for Eco Dis students is 53%, for SPED students is 41%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. <b>Root Cause:</b> The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.</p>
<p><b>Problem Statement 3:</b> The Meets Grade Level performance in STAAR math for Eco Dis students is 47%, for SPED students is 33%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. <b>Root Cause:</b> The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.</p>

**Goal 4:** Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 1:** In 2023-2024, Brannen Elementary School will allocate supplemental funds to support the overall instructional program of the campus and to address learning loss resulting in the all students group meeting or exceeding the math and reading Meets Grade Level targets for the early literacy and numeracy goals, and a 10% or more improvement in Meets Grade Level performance on all STAAR exams for each racial/ethnic and special program population group identify as under performing in 2023.

**Evaluation Data Sources:** STAAR scores, budget planning sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will use campus available funds to purchase instructional materials and programs proven to support improved performance all students in order to supplement Tier 1 instruction and efforts to address learning loss.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students in grades K-4 will perform at or above grade level on the end of year math and reading screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will allocate State &amp; Federal funding to pay for tutoring of students identified as at risk aligned to their performance deficiencies.</p> <p><b>Strategy's Expected Result/Impact:</b> All students identified as At Risk of failing will be provided with timely tutoring aligned to their performance deficiencies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers Campus Interventionists</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> smallgroup tutoring - Local 24 - State Comp - \$13,372</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> The Meets Grade Level performance in STAAR reading for Eco Dis students is 53%, for SPED students is 41%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. <b>Root Cause:</b> The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.</p> <p><b>Problem Statement 3:</b> The Meets Grade Level performance in STAAR math for Eco Dis students is 47%, for SPED students is 33%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. <b>Root Cause:</b> The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.</p>





**Goal 5:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 1:** In 2023-2024, Brannen Elementary School will reduce the teacher loss from twelve to six or less by providing additional classroom support and quality professional development in Tier 1 programs and strategies.

**High Priority**

**Evaluation Data Sources:** Sign in sheets from professional development, faculty roster, Interventionists' rosters

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will work with the Principal and district content coordinators to break down the Priority Standards into actional chunks that are appropriate to the depth and complexity of the standard in order to increase learning at high levels for all students, and to better differentiate Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students in grades K-4 will perform at or above grade level on the end of year math and reading screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will provide two Interventionists to support classroom teachers with providing timely interventions to all Tier 2 and 3 students</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students who failed the STAAR reading/math or end of year CBA in 2020-2021 will perform at or above grade level as measured by the EOY STAR Ren screener.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team- principal and assistant principals</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Title I, Part A funded Interventionists - 211 - Title I, Part A - \$140,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will provide an Interventionist to provide services to all students identified as having dyslexia</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students who failed the STAAR reading or end of year CBA in 2021-2022 will perform at or above grade level as measured by the EOY STAR Ren screener.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Dyslexia Interventionist - Local 24 - State Comp Personnel - \$70,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The Principal will provide all staff with access to the campus calendar, establish expectations for the staff regarding calendaring activities in a timely manner, and she will hold staff accountable to those expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> The lack of communication regarding upcoming events will cease.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> In an effort to increase teacher retention and to build staff capacity to engage as a Professional Learning Community, the Principal will implement one or more activities to build teacher leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration meetings will be led by teachers who are trained to lead those meetings following the norms and protocols of Professional Learning Communities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 2:** The Meets Grade Level performance in STAAR reading for Eco Dis students is 53%, for SPED students is 41%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. **Root Cause:** The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.

**Problem Statement 3:** The Meets Grade Level performance in STAAR math for Eco Dis students is 47%, for SPED students is 33%, and for Emergent Bilingual students is 50% due to the lack of consistency in teaching the high priority standards with differentiation within a grade level and across grade levels. **Root Cause:** The lack of focus on teaching the priority standards at the appropriate depth and complexity, and with attention to the individual learning needs of students from poverty, served through special education, and/or who are identified as Emergent Bilingual.

### School Processes & Programs

**Problem Statement 2:** Personnel need school wide information given in a more timely manner in order to plan for the days. **Root Cause:** At this time we do not have a communication form or a school wide calendar that is updated in a timely manner.

**Problem Statement 4:** There is a need to involve all teachers in leadership. **Root Cause:** Too few teachers are involved in campus leadership roles.

### Perceptions

**Problem Statement 1:** Teachers feel that there is not adequate information and planning time for events. **Root Cause:** Staff needs access to the Brannen events calendar.



# State Compensatory

## Budget for Bess Brannen Elementary

**Total SCE Funds:** \$87,572.00

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

Dyslexia interventionist , small group tutoring, and Summer School Now.

## Personnel for Bess Brannen Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gina Atkins	Dyslexia Interventionist	1

# Title I

## 2.2: Regular monitoring and revision

This plan will be monitored and revised by the Campus Education Improvement Committee (CEIC) in November, February, and April.

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

The Campus Improvement Plan will be translated into Spanish and published on the district's and the campus' websites. Copies of the plan will be made available for stakeholder viewing in the front office, and copies will be made for stakeholders who request it.

## 2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	3	Implement writing programs for Tier 1 writing instruction to all students to improve writing performance in all grade levels, and to prepare third and fourth grade students to successfully meet grade level on the new ELAR STAAR exams.
4	1	1	The campus will use campus available funds to purchase instructional materials and programs proven to support improved performance all students in order to supplement Tier 1 instruction and efforts to address learning loss.
5	1	1	Teachers will work with the Principal and district content coordinators to break down the Priority Standards into actional chunks that are appropriate to the depth and complexity of the standard in order to increase learning at high levels for all students, and to better differentiate Tier 1 instruction.
5	1	5	In an effort to increase teacher retention and to build staff capacity to engage as a Professional Learning Community, the Principal will implement one or more activities to build teacher leadership.

## 2.5: Increased learning time and well-rounded education

Goal	Performance Objective	Strategy	Description
1	1	1	Create greater consistency in the use of the AR reading program for all students in grades K-4 to increase fluency, comprehension; and vocabulary for grades K-4
1	2	1	Provide supplemental math programs to all students to enrich Tier 1 instruction in mathematics.
1	3	1	Provide well rounded learning opportunities to all students, particularly those who demonstrate mastery of core content with enrichment opportunities during embedded tutorial and intervention time.

Goal	Performance Objective	Strategy	Description
1	3	2	The Principal and grade level leaders will receive training in managing large classes and organizing instruction in a manner that interventions can be provided during Tier 1 instruction.
2	1	2	The counselor will coordinate with local family support agencies and the district's child nutrition department to provide needed supports to families.
2	1	4	Campus administrators, the attendance clerk, the counselor and teachers will implement attendance monitoring and supports to increase daily student attendance.
4	1	2	The campus will allocate State & Federal funding to pay for tutoring of students identified as at risk
5	1	2	The campus will provide two Interventionists to support classroom teachers with providing timely interventions to all Tier 2 and 3 students
5	1	3	The campus will provide an Interventionist to provide services to all students identified as having dyslexia

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

Goal	Performance Objective	Strategy	Description
1	1	2	Provide intervention support to students who qualify as at risk for scoring at the Did Not Meet Grade Level, or who scored at the Approaches Grade Levels on district CBA's or STAAR Reading, or who did not score at grade level readiness on screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.
1	2	2	Provide intervention support to students who qualify as at risk for scoring at the Did Not Meet Grade Level, or who scored at the Approaches Grade Levels on district CBA's or STAAR Math, or who did not score at grade level readiness on screeners, particularly students from lowest performing racial/ethnic groups, students identified as English Learners and students served through special education.
2	1	1	The counselor will support the learning of all students by providing lessons that address students' social, emotional and mental health needs.
2	1	3	All staff will implement Positive Behavior Intervention and Supports to reduce the number of discipline referrals and out of classroom placements.
4	1	2	The campus will allocate State & Federal funding to pay for tutoring of students identified as at risk
5	1	5	In an effort to increase teacher retention and to build staff capacity to engage as a Professional Learning Community, the Principal will implement one or more activities to build teacher leadership.

## 3.1: Annually evaluate the schoolwide plan

The plan will be evaluated for effectiveness in June.

#### 4.1: Develop and distribute Parent and Family Engagement Policy

Goal	Performance Objective	Strategy	Description
3	1	3	Teachers will meet with parents/guardians at the beginning of the school year to review and sign the Parent/Family Compact, and the campus will make the Parent Engagement Policy available to them in a language they can read.

#### 4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	1	1	The campus will ensure that at least one parent from each grade level is partnered with a teacher from that grade level to serve on the Parent Advisory Council for Title, I, Part A.
3	1	2	The campus will host parent events at the school that focus on ways in which they can partner with teachers in their child's education.

#### 5.1: Determine which students will be served by following local policy

Students served through Special Education, the Language Acquisition Program and through Gifted and Talented Education are identified and serviced following all legal and local policies from the EHB series related to those special programs, and guided by administrative regulations associated with those policies.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Megan Brooks	Reading and math Intervention teacher	RTI	1
Melanie Eighme	Reading and math Intervention teacher	RTI	1

# Campus Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,200.00
<b>+/- Difference</b>					\$4,200.00
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	smallgroup tutoring		\$13,372.00
<b>Sub-Total</b>					\$13,372.00
<b>Budgeted Fund Source Amount</b>					\$13,372.00
<b>+/- Difference</b>					\$0.00
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Dyslexia Interventionist		\$70,000.00
<b>Sub-Total</b>					\$70,000.00
<b>Budgeted Fund Source Amount</b>					\$70,000.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Title I, Part A funded Interventionists		\$140,000.00
<b>Sub-Total</b>					\$140,000.00
<b>Budgeted Fund Source Amount</b>					\$137,518.00
<b>+/- Difference</b>					-\$2,482.00
211 - Title I, Part A Parent & Family Engagement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Title I, Part A PFE Funds		\$1,630.00
<b>Sub-Total</b>					\$1,630.00

**211 - Title I, Part A Parent & Family Engagement**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
<b>Budgeted Fund Source Amount</b>					\$1,630.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$226,720.00
<b>Grand Total Spent</b>					\$225,002.00
<b>+/- Difference</b>					\$1,718.00