

# **Brazosport Independent School District**

## **T.W. Ogg Elementary**

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



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

# Mission Statement

The mission of T.W. Ogg Elementary is to inspire continuous learning and ensure academic success for all students.

## Vision

T.W. Ogg Elementary...Building the foundation for educational excellence.

## Value Statement

At T. W. Ogg Elementary, we foster a school community that:

Teaches all children

Works collaboratively

Inspires independence

Strives for excellence

Teaches acceptance

Encourages responsibility

Respects individualism

Stimulates life long learners

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The T.W. Ogg comprehensive needs assessment was conducted in May of 2023. Grade levels and CEIC members were asked to review provided data and answer questions in regards to demographics, perceptions, and student performance. Selected CEIC members were tasked with developing problem statements, along with root causes for review by the committee. Every committee member, including parents, had access to the CNA presentation and gathered responses for review throughout the entire process. The CEIC reviewed the final CNA virtually and signed off electronically to note their approval.

# Demographics

## Demographics Summary

### OVERVIEW:

T.W. Ogg was originally opened in 1957 and was named after BISD's first official and longest-serving Superintendent, Terrell W. Ogg. A brand new state-of-the-art building was opened in 2019.

### STUDENT INFORMATION:

T.W. Ogg Elementary is an Early Childhood - 4th-grade campus with approximately 560 students. Our enrollment has decreased since last year, but our student population demographics have remained consistent for the past six years.

- Hispanic - 67%
- White - 16%
- African American - 9%
- Other - 6%

### Mobility Rate:

T.W. Ogg's mobility rate was 7% higher than the state average before COVID, and has continued to increase since.

### Special Programs / Populations:

- Economically Disadvantaged - 86%
- English Language Learners - 26%
- At Risk - 36%
- Special Education - 16%
- Section 504 - 2%
- Gifted and Talented - 11%

T.W. Ogg Elementary began a full-day PreK program in the fall of 2019. In addition to students who qualify for free PreK, a tuition-based program was offered to BISD employees and those living in our community.

With the opening of the full-day PreK program, T.W. Ogg also opened a traditional Early Childhood Special Education classroom (formerly known as PPCD). Additionally, T.W. Ogg has a Life Skills program.

T.W. Ogg continues to serve one of the largest EL populations in the district through Bilingual and ESL services.

T.W. Ogg is proud to house the district Gifted/Talented (G/T) Academy for the district's highest-performing 3rd and 4th-grade students.

## **STAFF INFORMATION:**

T.W. Ogg had marginal turnover during the 2022-2023 school year. Those teachers who left did so for career advancement or relocation.

All T.W. Ogg teachers are highly qualified and most have their ESL and GT certifications. The campus is working with those who are still seeking these certifications. At the end of 2022-23, we were 100% compliant with GT teaching requirements.

We have a large number of highly effective paraprofessionals. Some of their salaries are paid through local funds while others are paid through Title 1 and the district's EL budget.

As a whole, staff members responded positively to the end-of-year staff climate survey. Areas of focus include administrative support and communication in the area of student discipline and staff recognition. Specifically, teachers asked for additional tools to address Tier 1 and Tier 2 discipline in the classroom.

## **PARENT INFORMATION:**

T.W. Ogg's parents continue to support the campus through PTO, LPAC committee representation, CEIC membership, attending parent conferences, and supporting academic events. T.W. Ogg received extremely high marks on the Back To School Parent Survey. The only area of concern in the End of Year Survey was the need for continued communication.

## **COMMUNITY:**

Our community is very involved in supporting the education of our Ogg students. Several community members mentor our students, come and read to our students, as well as, provide monetary support in a variety of ways.

## **Demographics Strengths**

- 100% Highly Qualified Staff
- GT numbers are increasing.
- Low student-teacher ratios.
- Supportive and caring staff.
- Over 51% of our staff has worked in BISD for 6 or more years.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Approximately 25% of parents expressed that they are unsure of what to do to support their child's learning. **Root Cause:** Timely communication between teachers and some parents is not happening.

# Student Learning

## Student Learning Summary

T.W. Ogg Elementary has a dedicated and experienced staff that articulates high expectations for student learning. Teachers collaborate weekly as a grade level to align our core curriculum and instruction, identify essential standards, develop lessons, monitor student growth, plan for Tier 2 and 3 interventions, as well as plan for extensions. At Tier 1 instructional level, our teachers are utilizing balanced literacy and guided math. We also have the Accelerated Reader reading program to promote and encourage student reading. For math, our students use the engaging ST Math program to practice their skills. We have a built-in 60-minute "Twister Time" to address individual student needs. Although we celebrate the hard-earned growth that the students have made on the 2022 STAAR, we still have more work to do in order to meet state standards. Most students are on track to show one year or more academic growth in both reading and mathematics according to Star screeners.

<b>3rd Grade:</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>3rd grade Reading</b>	<b>74%</b>	46%	20%
<b>3rd grade Reading Spanish</b>	<b>100%</b>	33%	0%
<b>3rd grade Math</b>	<b>62%</b>	40%	16%
<b>3rd grade Math Spanish</b>	<b>60%</b>	20%	20%
<b>4th Grade:</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>4th grade Reading</b>	<b>84%</b>	59%	36%
<b>4th grade Reading Spanish</b>	<b>67%</b>	17%	17%
<b>4th grade Math</b>	<b>72%</b>	43%	31%
<b>4th grade Math Spanish</b>	<b>67%</b>	33%	0%

## Student Learning Strengths

- 3rd ELAR - Planning and instruction have improved with knowledge of new TEKS and PLC implementation of weekly data driven discussions. African

American students are no longer the lowest performing student population.

- 3rd Math - Effective instruction, collaboration, and data-driven intervention as indicated by student growth on screeners. Students are engaged in learning utilizing relevant STAAR materials and instructional strategies.
- 4th ELAR -
  - Better understanding of district materials; strong, collaborative team that utilizes PLC time/process; slow increase of STAAR scores
  - Technology skills improved because of delivery of instruction.
  - Collaborative team worked together through Google Meets to meet the needs of the students.
- 4th Math - Consistent instruction and planning; strong, collaborative team that utilizes PLC time/process; continuous increase of STAAR scores. Students are engaged in learning utilizing relevant STAAR materials and instructional strategies and are showing growth as indicated by screeners.

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.

**Problem Statement 2 (Prioritized):** Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.



# School Processes & Programs

## School Processes & Programs Summary

TW Ogg staff members are willing to go above and beyond to meet the needs of each student. Teachers have a daily common collaboration period which helps to accomplish this task. During planning, we will also focus on BISD Tier 1 priorities, student data tracking, and consistent lesson planning. This planning time also allows for open lines of communication to parents regarding student progress with an opportunity for ALL stakeholders to be involved. Our master schedule incorporates an hour daily for common intervention. During this hour, all student needs are addressed during small groups (Enrichment, SPED, ESL, GT, TIER 2 & 3). T.W. Ogg will continue to provide in-class support opportunities for Special Education services and ESL services across all grade levels which reduces the number of students leaving the classroom and missing core instructional time.

100% of T.W. Ogg's staff are highly qualified and certified in their area of teaching. Identified high need students are served by two full-time and two part-time interventionists in the areas of reading and math, as well as four intervention paraprofessionals.

The structures that are in place to ensure that teachers implement effective practices are walkthroughs, observations, fidelity to the B-TAS, and test scores.

93% of parents are satisfied with their child's school experience. The end-of-year staff survey showed that most staff members are satisfied with their work environment and the support given to them throughout the school year.

## School Processes & Programs Strengths

- Over 51% of our staff have worked in BISD for 6 or more years.
- Staff agrees that students receive the support they need for academic growth and improvement all or most of the time.
- Staff believes that students receive the support they need for social and emotional needs all or most of the time.
- Core content teachers collaborate regularly as a Professional Learning Community to ensure curriculum alignment.
- Our facility is clean and well maintained.
- 93% of parents who took our survey expressed their students feel safe at school.
- Staff is committed to integrating students with different academic, social, and emotional needs into the general education environment.
- Behavioral Support team members were available and utilized on campus regularly
- Common intervention time for all grade levels
- Master schedule maximizes instructional time and reduces interruptions
- Weekly instructional meetings are held to discuss areas of strength and weakness
- Instructional teaming in 3rd and 4th grades
- Self Contained PK-1 classrooms
- Communication of policies/procedures for faculty members.
- Staff are aware and trained in crisis response.

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

**Problem Statement 1 (Prioritized):** We have had an increase in overall behavior referrals this year (almost a 7-year high). Specifically, the behavior of students in transitions and large gathering areas was disruptive. **Root Cause:** PBIS structures were not implemented with fidelity and behavioral expectations were not enforced. Additionally, behaviors weren't documented in the RUBY folder consistently.

**Problem Statement 2 (Prioritized):** Parents and/or students see behavioral issues and incidents that occur at school as symptoms that conduct is being mismanaged and/or students are being bullied. **Root Cause:** Communication between teachers internally and communication between teachers and parents is not always consistent or addressed appropriately.

**Problem Statement 3 (Prioritized):** Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.

**Problem Statement 4 (Prioritized):** Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.

# Perceptions

## Perceptions Summary

T.W. Ogg Elementary has a positive school climate, where students and staff believe it is welcoming and a safe place to work, learn and grow. Students report feeling welcome and important as individuals. Teachers take the time to teach procedures at the beginning of the year and continuously reinforce these expectations throughout the school year, thus resulting in few discipline referrals. Both administrators are readily available and present throughout the campus. Parents are invited to accompany their children to foster learning through a variety of educational opportunities. Continuous improvement is the common theme throughout our building. Administrative and teacher leaders support the staff so that our students will achieve at higher levels. This includes continued communication with teachers and community stakeholders to ensure our campus is aligned with the district's vision and pushing the boundaries to attain the mission, vision, and goals set by our campus.

## Perceptions Strengths

- Active Parent Involvement Committee
- Posting communication via:
  - - Facebook
    - Twitter
    - Class Dojo
    - School Messenger
    - Remind 101
- Parent Compact in compliance annually
- Parent Survey Results:
  - - 89.12% answered all/most of the time or no concern when asked if an administrator was available when there was an issue or concern
    - 82.61% of parents answered all/most of the time when asked if the communication they received was clear, easy to understand, and in the language spoken at home
    - 84.79% answered all/most of the time my child felt safe at school
    - 89.12% answered all/most or no concern when I had an issue or concern, my child's principal, assistant principal, or counselor was available to talk to me
  - Character Counts curriculum is taught on a regular basis and reinforced by staff
- Supportive PTO - remained small due to COVID; however, will grow once visitors can continue to come back on campus

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Approximately 25% of parents expressed that they are unsure of what to do to support their child's learning. **Root Cause:** Timely communication between teachers and some parents is not happening.

**Problem Statement 2 (Prioritized):** Approximately 25% of parents feel uninformed about their child's progress/grades. **Root Cause:** Timely communication between teachers and some parents is not happening.

**Problem Statement 3 (Prioritized):** 21% of parents do not feel that the campus welcomes their participation. **Root Cause:** Some parents felt disconnected from the campus due to the COVID-19 education gap and are not sure how to get involved. Parent engagement opportunities have also been limited due to COVID protocols.

# Priority Problem Statements

**Problem Statement 1:** Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets.

**Root Cause 1:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets.

**Root Cause 2:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** We have had an increase in overall behavior referrals this year (almost a 7-year high). Specifically, the behavior of students in transitions and large gathering areas was disruptive.

**Root Cause 3:** PBIS structures were not implemented with fidelity and behavioral expectations were not enforced. Additionally, behaviors weren't documented in the RUBY folder consistently.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Parents and/or students see behavioral issues and incidents that occur at school as symptoms that conduct is being mismanaged and/or students are being bullied.

**Root Cause 4:** Communication between teachers internally and communication between teachers and parents is not always consistent or addressed appropriately.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Approximately 25% of parents expressed that they are unsure of what to do to support their child's learning.

**Root Cause 5:** Timely communication between teachers and some parents is not happening.

**Problem Statement 5 Areas:** Demographics - Perceptions

**Problem Statement 6:** Approximately 25% of parents feel uninformed about their child's progress/grades.

**Root Cause 6:** Timely communication between teachers and some parents is not happening.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** 21% of parents do not feel that the campus welcomes their participation.

**Root Cause 7:** Some parents felt disconnected from the campus due to the COVID-19 education gap and are not sure how to get involved. Parent engagement opportunities have also been limited due to COVID protocols.

**Problem Statement 7 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional 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:** By June 2024, the percent of 3rd and 4th grade students that score Meets Grade Level or above on STAAR Reading will increase from 32% to 37% for 3rd grade and 48% to 53% for 4th grade. (HB 3 Early Literacy Outcome Goal)

\*Data provided by preliminary STAAR results

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** STAAR Performance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will identify essential standards for each unit and break the standards into learning targets.  <b>Strategy's Expected Result/Impact:</b> By the time students are assessed on STAAR, 100% of the essential learning standards will have been taught and reinforced.  <b>Staff Responsible for Monitoring:</b> Campus Administration                      Guiding Coalition                      District Content Coordinators and Specialists</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher teams in grades 2-4 will use common formative assessments to identify student performance on the essential learning standards for every unit. Tests will be entered into eduphoria.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will have a minimum of three walkthroughs that document the implementation of Tier 1 instructional strategies identified for implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Guiding Coalition</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide relevant and meaningful Tier 1 instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will have a minimum of three walkthroughs that document the implementation of Tier 1 instructional strategies identified for implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Guiding Coalition</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administer the STAR Renaissance reading screener monthly to students who failed the previous year's STAAR reading exam to monitor their growth toward grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students who failed the STAAR reading 2022-2023 will perform at or above grade level as measured by the EOY STAR Ren screener.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Interventionist Asst. Principal Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administer STAR Renaissance screener (at minimum three times per semester) to all students for progress monitoring and to identify academic support needed.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will perform at or above grade level as measured by the EOY STAR Ren screener.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Reading Interventionist Asst. Principal Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide intervention support to students who score at the Did Not Meet or Approaches Grade levels on district CBAs or STAAR Reading , or who did not score at grade level readiness on screeners focusing on special populations.</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 Campus Interventionists</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Implement writing programs for TIER I writing instruction 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> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4</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>Student Learning</b>
<p><b>Problem Statement 2:</b> Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 4:</b> Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.</p>

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

**Performance Objective 2:** By June 2024, the percent of 3rd and 4th grade students that score Meets Grade Level or above on STAAR Math will increase from 43% to 48% for 3rd grade and 42% to 47% for 4th grade. (HB Early Numeracy Outcome Goal)

\*Data provided by preliminary STAAR results





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Performance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will identify essential standards for each unit and break the standards into learning targets.</p> <p><b>Strategy's Expected Result/Impact:</b> By the time students are assessed on STAAR, 100% of the essential learning standards will have been taught and reinforced.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Guiding Coalition District Content Coordinators and Specialists</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 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> Teacher teams in subjects that are STAAR assessed will use common formative assessments to identify student performance on the essential learning standards for the unit.</p> <p><b>Strategy's Expected Result/Impact:</b> By the time students are assessed on STAAR, 100% of the essential learning standards will have been taught and assessed through common formative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Guiding Coalition</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</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 provide relevant and meaningful Tier 1 instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade level leads and guiding coalition will monitor implementation of identified Tier 1 instructional strategies PLC's will meet weekly to discuss implementation of instructional strategies, and to provide training on those that will be implemented next.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Guiding Coalition</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide supplemental math programs to all students to enrich TIER 1 instruction in Math.</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> Classroom Teacher Campus Interventionist Asst. Principal Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administer the STAR Renaissance math screener to all students at the beginning of each month to determine their current grade level equivalency and set new goals for the next month</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> Classroom Teachers Math Interventionist Asst. Principal Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide intervention support to students who score at the Did Not Meet or Approaches Grade levels on district CBAs or STAAR Math, or who did not score at grade level readiness on screeners focusing on special populations.</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 Campus Interventionists</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 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 1:</b> Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.</p>

### School Processes & Programs

**Problem Statement 3:** Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.

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

**Performance Objective 3:** In 2023-24, TW Ogg Elementary will provide students with well-rounded learning opportunities to support meeting all Meet Grade Level targets on all STAAR exams, and increasing percentages by at least 5%.

**High Priority**

**Evaluation Data Sources:** Walkthroughs

PLC Agendas

Student and Teacher data tracking (spreadsheets and student data folders)

Common assessment data

PD Sign-in Sheets

"Twister Time" plans





CBA's

Star Screeners

MOCK STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide well rounded learning opportunities to all students, in particular those who have mastered core content, with enrichment opportunities during embedded tutorial and intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> All students demonstrate mastery of lesson content on formative assessments will be provided enrichment opportunities during the school day.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Guiding Coalition</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide all students with well rounded learning opportunities through weekly access to the STREAM lab and music room.</p> <p><b>Strategy's Expected Result/Impact:</b> All TWOGG students will receive at least one STREAM lab and music lesson from a certified teacher each week.</p> <p><b>Staff Responsible for Monitoring:</b> STREAM LAB Teacher Music Teacher Guiding Coalition</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</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 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.</p>
<p><b>Problem Statement 2:</b> Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.</p>
<p><b>Problem Statement 4:</b> Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.</p>





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

**Performance Objective 4:** In 2023-2024, all students who performed at Did Not Meet will receive intensive intervention support. (HB 4545)

**High Priority**

**Evaluation Data Sources:** Greater than or equal to 90% of students who performed at Did Not Meet will perform at or above Approaches Grade Level on the subject level test they failed.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue providing targeted intervention to K-4th grade students during a 60 minute RTI block and through RTI pull out, as well as, specials rotation (iStation - reading and Math/LLI/TEMI).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in Reading and Math on CBAs, Common Assessments, Mock STAAR tests, STAAR and reports cards</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Interventionists Classroom Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct RTI data review meetings each grading period with all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in Reading and Math on CBAs, Common Assessments, Mock STAAR tests, STAAR and reports cards</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Interventionists Classroom Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional development opportunities in the areas of writing, guided reading/math, Professional Learning Communities. <b>Strategy's Expected Result/Impact:</b> Increased collaboration between teachers and grade levels. Increased performance in writing. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 3, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide targeted intervention to 3rd/4th grade students through small group pull out, in class support and/or tutorials. <b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR in all tested areas. <b>Staff Responsible for Monitoring:</b> Administrators Interventionists Classroom Teachers  <b>Title I:</b> 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 3, 4	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 4 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.
<b>Problem Statement 2:</b> Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.
School Processes & Programs
<b>Problem Statement 1:</b> We have had an increase in overall behavior referrals this year (almost a 7-year high). Specifically, the behavior of students in transitions and large gathering areas was disruptive. <b>Root Cause:</b> PBIS structures were not implemented with fidelity and behavioral expectations were not enforced. Additionally, behaviors weren't documented in the RUBY folder consistently.
<b>Problem Statement 3:</b> Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.

## School Processes & Programs

**Problem Statement 4:** Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.

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

**Performance Objective 1:** In 2023-2024, T.W. Ogg Elementary School will provide supports to students to create learning environments that are safe and conducive to learning resulting in a 5% 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.





**High Priority**

- Evaluation Data Sources:** Campus-wide CHAMPS implementation plan.  
 Sign-in sheets for teacher training on CHAMPS.  
 Campus walkthrough by building Admin to check for CHAMPS procedure implementation.  
 Schedule of SEL (and Character Counts) lesson plans provided by the counselor.  
 Rosters of students served by Communities in Schools.  
 "Circle" group rosters of students served by Behavior Specialists.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement classroom management strategies from CHAMPS and Positive Behavior Supports in order to build trust and make positive connections with students.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, 100% of classrooms will display evidence effective CHAMPS and PBIS strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Counselors            PBIS Cadre            Behavior Specialist</p> <p><b>Title I:</b>            2.6            - <b>TEA Priorities:</b>            Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive incentives for academic, attendance, and behavior accomplishments.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, 100% of students will have received training on school wide expectations, PBIS lessons, and the opportunity to earn rewards.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Student Success Cadre Behavior Specialist</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The counselor will support student learning 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 Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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. All families with children who are eligible to receive free or reduced lunches will be provided with information on how to apply for that benefit.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</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 94.2%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The counselor will provide violence prevention and intervention training to all staff, and provide supports to students affected by violence.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students discretionarily assigned to Project Grow who are served by special education will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The counselor will provide two lessons a month to each grade level on the six pillars of character.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year, the campus will show a steady decline in the number of out of classroom placements, particularly for students who are identified as special education.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Assistant Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Our TNT (Tiers not Tears) team of highly trained CHAMPS teachers, will present strategies and review data monthly at the faculty meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> A campuswide better understanding of CHAMPS Higher percentages of implementation of CHAMPS Less time spent in the classroom addressing behaviors Fewer office referrals</p> <p><b>Staff Responsible for Monitoring:</b> TNT Team</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</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:**

Demographics
<p><b>Problem Statement 1:</b> Approximately 25% of parents expressed that they are unsure of what to do to support their child's learning. <b>Root Cause:</b> Timely communication between teachers and some parents is not happening.</p>
Student Learning
<p><b>Problem Statement 1:</b> Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.</p>



### Student Learning

**Problem Statement 2:** Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.

### School Processes & Programs

**Problem Statement 1:** We have had an increase in overall behavior referrals this year (almost a 7-year high). Specifically, the behavior of students in transitions and large gathering areas was disruptive. **Root Cause:** PBIS structures were not implemented with fidelity and behavioral expectations were not enforced. Additionally, behaviors weren't documented in the RUBY folder consistently.

**Problem Statement 2:** Parents and/or students see behavioral issues and incidents that occur at school as symptoms that conduct is being mismanaged and/or students are being bullied. **Root Cause:** Communication between teachers internally and communication between teachers and parents is not always consistent or addressed appropriately.

**Problem Statement 3:** Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.

**Problem Statement 4:** Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.

### Perceptions

**Problem Statement 1:** Approximately 25% of parents expressed that they are unsure of what to do to support their child's learning. **Root Cause:** Timely communication between teachers and some parents is not happening.

**Problem Statement 3:** 21% of parents do not feel that the campus welcomes their participation. **Root Cause:** Some parents felt disconnected from the campus due to the COVID-19 education gap and are not sure how to get involved. Parent engagement opportunities have also been limited due to COVID protocols.

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

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





**High Priority**

**Evaluation Data Sources:** Improved results on the End of Year Parent Satisfaction Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The TWOGG Facebook page will be updated regularly, sharing student accomplishments, ways in which parents can volunteer and serve the campus, and information to help parents engage in and support their child's learning.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of parents who identify the campus Facebook page as their preferred method to receive information will increase from last year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Campus Secretary Grade Level Leaders</p> <p><b>Title I:</b> 4.1</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will ensure that at least two parents are present at the Campus Educational Improvement Council meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Two or more parents will be assigned to the CEIC before the first meeting in September and at least two will be in attendance at each CEIC meeting.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Grade Level Leaders Counselor</p> <p><b>Title I:</b> 4.2</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will send home printed copies of Star Ren screener results for math and reading. Teachers will also provide 100% of parents printed instructions on how to sign up for email notifications for AR tests and Star Screeners through the Renaissance platform.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent awareness of student performance in math and reading throughout the school year. Increase parent awareness of their students' status of meeting the AR goals every 9 weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administrators</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The Parent and Family Engagement Policy, along with all communication, will be provided to parents in a timely manner and in a language the parent understands.</p> <p><b>Strategy's Expected Result/Impact:</b> All campus communication will be provided to parents using School Messenger, the campus Facebook Page and through posting on the campus website in accordance with the district translation policy within 48 hours of receipt or availability.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrations Classroom Teachers Counselor Guiding Coalition</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Parent and family engagement events and meetings will be arranged at various times and conducted in a variety of ways to accommodate the needs of all parents in which teachers will review the Parent Compact and ways in which parents can engage in their child's education.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will host at least two events each semester.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> Supplies and Materials for PFE Events - 211 - Title I, Part A Parent &amp; Family Engagement - \$2,000, Travel-Snacks &amp; Refreshments - 211 - Title I, Part A Parent &amp; Family Engagement - \$326</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Approximately 25% of parents expressed that they are unsure of what to do to support their child's learning. <b>Root Cause:</b> Timely communication between teachers and some parents is not happening.</p>
Perceptions
<p><b>Problem Statement 1:</b> Approximately 25% of parents expressed that they are unsure of what to do to support their child's learning. <b>Root Cause:</b> Timely communication between teachers and some parents is not happening.</p>
<p><b>Problem Statement 2:</b> Approximately 25% of parents feel uninformed about their child's progress/grades. <b>Root Cause:</b> Timely communication between teachers and some parents is not happening.</p>
<p><b>Problem Statement 3:</b> 21% of parents do not feel that the campus welcomes their participation. <b>Root Cause:</b> Some parents felt disconnected from the campus due to the COVID-19 education gap and are not sure how to get involved. Parent engagement opportunities have also been limited due to COVID protocols.</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, T.W. Ogg 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 underperforming in 2023.

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will purchase programs proven to support improved student performance to supplement Tier 1 instruction and efforts to address learning loss.</p> <p><b>Strategy's Expected Result/Impact:</b> By the time students are assessed on STAAR, 100% of the essential learning standards will have been taught and reinforced.</p> <p><b>Staff Responsible for Monitoring:</b> Guiding Coalition Campus Administration</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</p> <p><b>Funding Sources:</b> Supplies and Materials - Local 24 - State Comp - \$2,500, Supplemental Instructional resources - IXL - Local 24 - State Comp - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will allocate state and federal funding to pay for tutoring of students identified as at risk before/ during/after school and during the summer.</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</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</p> <p><b>Funding Sources:</b> Extra Duty Pay - Local 24 - State Comp - \$588, Tutoring-STAAR - 211 - Title I, Part A - \$2,299</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Intervention support staff will be allocated for grades K-4 in the academic areas of Math, Reading and Writing.</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> 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, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</p> <p><b>Funding Sources:</b> Interventionists and Paras - 211 - Title I, Part A</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:**

Student Learning
<p><b>Problem Statement 1:</b> Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.</p>
<p><b>Problem Statement 2:</b> Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.</p>

### School Processes & Programs

**Problem Statement 3:** Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.

**Problem Statement 4:** Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.

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





**Performance Objective 1:** In 2023-2024, T.W. Ogg's staff retention will be equal to or less than the district turnover rate.

**High Priority**

**Evaluation Data Sources:** The end-of-year retention rate for faculty and staff will decrease by 5%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ogg will utilize state and federal funds to provide TIER I and supplemental supports to ensure student academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students who failed the STAAR reading/math or end-of-year CBA in 2022-2023 will perform at or above grade level as measured by the EOY STAR Ren screener in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</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, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</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 interventionists and paraprofessionals to support classroom teachers with providing timely interventions to 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 2022-2023 will perform at or above grade level as measured by the EOY STAR Ren screener in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</p> <p><b>Funding Sources:</b> Paraprofessionals and Interventionists - 211 - Title I, Part A - \$194,000</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 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 2022-2023 will perform at or above grade level as measured by the EOY STAR Ren screener in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Intervention/Dyslexia - Local 24 - State Comp Personnel - \$70,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will utilize state and federal funding to provide quality professional development opportunities for staff to strengthen current TIER I and supplemental instructional and behavioral practices that impact instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students who failed the STAAR reading/math or end-of-year CBA in 2022-2023 will perform at or above grade level as measured by the EOY STAR Ren screener in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</p> <p><b>Funding Sources:</b> Principal Professional Development - Local 24 - State Comp - 199.11.6399.00.108.30 - \$6,000</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:**

Student Learning
<p><b>Problem Statement 1:</b> Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.</p> <p><b>Problem Statement 2:</b> Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.</p>

### School Processes & Programs





**Problem Statement 3:** Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.

**Problem Statement 4:** Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. **Root Cause:** Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.

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

**Performance Objective 2:** In 2023-2024 Ogg will utilize CKH "Good Things" in all meetings, shout-out displays for recognition, Teacher of the Month announced at faculty meetings, and monthly morale-boosting activities to increase culture and climate by 10% according to end-of-year surveys.

**Evaluation Data Sources:** Meeting Agenda templates with "Good Things"  
 Faculty Meeting Agendas  
 EOY Staff Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will utilize local activity funding to provide snacks and drinks during monthly faculty meetings and to cover costs associated with monthly morale-boosting activities to increase culture and climate.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher retention rates will improve</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.</p>
<p><b>Problem Statement 2:</b> Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Math performance meets grade level for 3rd grade and 4th grade slightly below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The addition of new item types.</p>
<p><b>Problem Statement 4:</b> Reading performance at meets grade level for 3rd grade and 4th grade were below annual targets. <b>Root Cause:</b> Disruptive Tier 1 instruction due to classroom management, and inconsistent use of Tier 1 priorities. The new STAAR with writing has been a challenge.</p>

# State Compensatory

## Budget for T.W. Ogg Elementary

**Total SCE Funds:** \$94,338.00

**Total FTEs Funded by SCE:** 0.87

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

State Comp Ed funding is being used to pay an Interventionist, to provide extra duty pay for tutorials, to provide supplemental instructional materials for Tier II instructional support, and to fund summer school.

## Personnel for T.W. Ogg Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ana (Ibarra) Sinick	Interventionist	0.87

# Title I

## 1.1: Comprehensive Needs Assessment

The T.W. Ogg comprehensive needs assessment was conducted in May of 2023. Grade levels and CEIC members were asked to review provided data and answer questions in regards to demographics, perceptions, and student performance. Selected CEIC members were tasked with developing problem statements, along with root causes for review by the committee. Every committee member, including parents, had access to the CNA presentation and gathered responses for review throughout the entire process. The CEIC reviewed the final CNA virtually and signed off electronically to note their approval.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CEIC met with the Principal to review the campus performance objectives and strategies to make sure they were aligned with the needs of the campus and that they would be effective. The plan was reviewed with the faculty for additional feedback. The Principal then finalized the plan.

## 2.2: Regular monitoring and revision

The plan will be formatively reviewed in November, February, and April, and summatively reviewed in May/June. The CEIC offers suggestions for revisions and the plan is adjusted as needed.

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

Printed copies of the plan in both English and Spanish will be available for viewing in the front office and at the Clute Municipal Library. Electronic copies of both the Spanish and English versions of the plan will be viewable on the campus website. Copies of the plan will be made for stakeholders upon request.

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

Goal	Performance Objective	Strategy	Description
1	1	1	Teachers will identify essential standards for each unit and break the standards into learning targets.
1	1	2	Teacher teams in grades 2-4 will use common formative assessments to identify student performance on the essential learning standards for every unit. Tests will be entered into eduphoria.
1	1	3	Teachers will provide relevant and meaningful Tier 1 instruction in the classroom.
1	2	1	Teachers will identify essential standards for each unit and break the standards into learning targets.

Goal	Performance Objective	Strategy	Description
1	2	2	Teacher teams in subjects that are STAAR assessed will use common formative assessments to identify student performance on the essential learning standards for the unit.
1	2	3	Teachers will provide relevant and meaningful Tier 1 instruction in the classroom.
1	3	2	Provide all students with well rounded learning opportunities through weekly access to the STREAM lab and music room.
1	4	3	Provide professional development opportunities in the areas of writing, guided reading/math, Professional Learning Communities.
4	1	1	The campus will purchase programs proven to support improved student performance to supplement Tier 1 instruction and efforts to address learning loss.
5	1	1	Ogg will utilize state and federal funds to provide TIER I and supplemental supports to ensure student academic growth.
5	1	4	The campus will utilize state and federal funding to provide quality professional development opportunities for staff to strengthen current TIER I and supplemental instructional and behavioral practices that impact instruction.
5	2	1	The campus will utilize local activity funding to provide snacks and drinks during monthly faculty meetings and to cover costs associated with monthly morale-boosting activities to increase culture and climate.

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

Goal	Performance Objective	Strategy	Description
1	1	6	Provide intervention support to students who score at the Did Not Meet or Approaches Grade levels on district CBAs or STAAR Reading , or who did not score at grade level readiness on screeners focusing on special populations.
1	1	7	Implement writing programs for TIER I writing instruction 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.
1	2	4	Provide supplemental math programs to all students to enrich TIER 1 instruction in Math.
1	2	6	Provide intervention support to students who score at the Did Not Meet or Approaches Grade levels on district CBAs or STAAR Math, or who did not score at grade level readiness on screeners focusing on special populations.

Goal	Performance Objective	Strategy	Description
1	3	1	Provide well rounded learning opportunities to all students, in particular those who have mastered core content, with enrichment opportunities during embedded tutorial and intervention time.
1	3	2	Provide all students with well rounded learning opportunities through weekly access to the STREAM lab and music room.
1	4	1	Continue providing targeted intervention to K-4th grade students during a 60 minute RTI block and through RTI pull out, as well as, specials rotation (iStation - reading and Math/LLI/TEMI).
1	4	3	Provide professional development opportunities in the areas of writing, guided reading/math, Professional Learning Communities.
1	4	4	Provide targeted intervention to 3rd/4th grade students through small group pull out, in class support and/or tutorials.
4	1	2	The campus will allocate state and federal funding to pay for tutoring of students identified as at risk before/during/after school and during the summer.
4	1	3	Intervention support staff will be allocated for grades K-4 in the academic areas of Math, Reading and Writing.
5	1	2	The campus will provide interventionists and paraprofessionals to support classroom teachers with providing timely interventions to Tier 2 and 3 students.
5	1	3	The campus will provide an Interventionist to provide services to students identified as having dyslexia.

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

Goal	Performance Objective	Strategy	Description
1	1	4	Administer the STAR Renaissance reading screener monthly to students who failed the previous year's STAAR reading exam to monitor their growth toward grade level.
1	1	5	Administer STAR Renaissance screener (at minimum three times per semester) to all students for progress monitoring and to identify academic support needed.
1	2	5	Administer the STAR Renaissance math screener to all students at the beginning of each month to determine their current grade level equivalency and set new goals for the next month
1	4	1	Continue providing targeted intervention to K-4th grade students during a 60 minute RTI block and through RTI pull out, as well as, specials rotation (iStation - reading and Math/LLI/TEMI).

Goal	Performance Objective	Strategy	Description
1	4	2	Conduct RTI data review meetings each grading period with all grade levels.
1	4	3	Provide professional development opportunities in the areas of writing, guided reading/math, Professional Learning Communities.
1	4	4	Provide targeted intervention to 3rd/4th grade students through small group pull out, in class support and/or tutorials.
2	1	1	Teachers will implement classroom management strategies from CHAMPS and Positive Behavior Supports in order to build trust and make positive connections with students.
2	1	2	Students will receive incentives for academic, attendance, and behavior accomplishments.
2	1	3	The counselor will support student learning by providing lessons that address students' social, emotional and mental health needs.
2	1	4	The counselor will coordinate with local family support agencies and the district's child nutrition department to provide needed supports to families.
2	1	5	Campus administrators, the attendance clerk, the counselor and teachers will implement attendance monitoring and supports to increase daily student attendance.
2	1	6	The counselor will provide violence prevention and intervention training to all staff, and provide supports to students affected by violence.
2	1	7	The counselor will provide two lessons a month to each grade level on the six pillars of character.
4	1	1	The campus will purchase programs proven to support improved student performance to supplement Tier 1 instruction and efforts to address learning loss.
4	1	3	Intervention support staff will be allocated for grades K-4 in the academic areas of Math, Reading and Writing.
5	1	3	The campus will provide an Interventionist to provide services to students identified as having dyslexia.
5	1	4	The campus will utilize state and federal funding to provide quality professional development opportunities for staff to strengthen current TIER I and supplemental instructional and behavioral practices that impact instruction.

### 3.1: Annually evaluate the schoolwide plan

The schoolwide plan is evaluated in June following the receipt of state testing data and using a campus leadership team consisting of campus administrators and grade level heads. The results are recorded in the summative evaluation sections of the formative/summative review tab in the plan and published as part of the final evaluated plan.



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

Goal	Performance Objective	Strategy	Description
3	1	1	The TWOGG Facebook page will be updated regularly, sharing student accomplishments, ways in which parents can volunteer and serve the campus, and information to help parents engage in and support their child's learning.
3	1	3	Teachers will send home printed copies of Star Ren screener results for math and reading. Teachers will also provide 100% of parents printed instructions on how to sign up for email notifications for AR tests and Star Screeners through the Renaissance platform.
3	1	4	The Parent and Family Engagement Policy, along with all communication, will be provided to parents in a timely manner and in a language the parent understands.

## 4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	1	2	The campus will ensure that at least two parents are present at the Campus Educational Improvement Council meetings.
3	1	5	Parent and family engagement events and meetings will be arranged at various times and conducted in a variety of ways to accommodate the needs of all parents in which teachers will review the Parent Compact and ways in which parents can engage 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>
Bethany Nutt	Intervention Paraprofessional	Title I	1.0
Elaine Dunn	Math Interventionist	Title I	1.0
Kimberly Albert	Intervention Paraprofessional	Title I	1.0
Leslie Villegas	Intervention Paraprofessional	Title I	1.0
Ninfa Guajardo	Intervention Paraprofessional	Title I	1.0
Tracy Whitley	Reading Interventionist	Title I	1.0

# 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>					\$5,250.00
<b>+/- Difference</b>					\$5,250.00
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Supplies and Materials		\$2,500.00
4	1	1	Supplemental Instructional resources - IXL		\$10,000.00
4	1	2	Extra Duty Pay		\$588.00
5	1	4	Principal Professional Development	199.11.6399.00.108.30	\$6,000.00
<b>Sub-Total</b>					\$19,088.00
<b>Budgeted Fund Source Amount</b>					\$19,088.00
<b>+/- Difference</b>					\$0.00
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Intervention/Dyslexia		\$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
4	1	2	Tutoring-STAAR		\$2,299.00
4	1	3	Interventionists and Paras		\$0.00
5	1	2	Paraprofessionals and Interventionists		\$194,000.00
<b>Sub-Total</b>					\$196,299.00
<b>Budgeted Fund Source Amount</b>					\$196,299.00
<b>+/- Difference</b>					\$0.00

**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>
3	1	5	Supplies and Materials for PFE Events		\$2,000.00
3	1	5	Travel-Snacks & Refreshments		\$326.00
<b>Sub-Total</b>					\$2,326.00
<b>Budgeted Fund Source Amount</b>					\$2,326.00
<b>+/- Difference</b>					\$0.00

**282-ESSER III**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$292,963.00
<b>Grand Total Spent</b>					\$287,713.00
<b>+/- Difference</b>					\$5,250.00