

Longview Independent School District

Bramlette STEAM Academy

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 8, 2018

Mission Statement

Bramlette Elementary STEAM Academy will guarantee the highest of academic achievement and character development of each learner by providing a challenging curriculum and exemplary instruction within a safe environment.

Vision

Bramlette Elementary believes in excellence for all.
Bramlette Elementary is dedicated to providing a positive school atmosphere where every child can succeed through a welcoming, encouraging, safe, and collaborative learning environment that fosters a lifelong love for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bramlette Elementary STEAM Academy is one of 8 elementary campuses in the Longview Independent School District. We serve a predominantly low socio-economic community. We pride ourselves in living up to our motto, “Destined for Greatness!” For the 2018-19 year, our enrollment is 448 students. The breakdown for each grade level is First-82, Second-96, Third-90, Fourth-91, and Fifth-89.

Our student population will continue to grow with the successful integration of our STEAM curriculum. The student population consists of African American (46.7%) and Hispanic (33%). The campus has 13.9% White along with 3.3% two-or-more races, 1.11% Asian, and .64% American Indian-Alaskan Native. The female-to-male ratio is just about even at 49.9% female and 50% male. Economically Disadvantaged (ECD) students are 81.8% and 79% of the students are on free lunch.

The teaching staff consists of 37% African-American, 14% Hispanic, and 20% White. Bramlette Elementary STEAM Academy serves students who are enrolled in various programs. We have 24 (3.8%) English Language Learners, 360 (57%) at-risk students, 2 (.32%) Gifted and Talented, 0 migrant students, 62 (9.8%) with special education services, and 0 students who qualify for homeless services. The Bears staff is comprised of one administrator, a STEAM Curriculum Specialist, librarian, Title I Data Processing Clerk, and counselor. We have 21 classroom teachers, 1 PE coach, 4 special education teachers, 6 special education aides, and 1 transitional instructional aide to help meet the needs of our students.

Bramlette’s mobility rate is approximately 27.2%.

Our average daily attendance rate for students is 96.79%. Bears are committed to attending school every day. Attending school has a positive impact on student performance.

We partner with parents, local businesses, and community programs to enhance and provide educational experiences that promote student growth and academic success.

Demographics Strengths

Bramlette Elementary STEAM Academy benefits from a diverse population of students in each subgroup: African American, Hispanic, White, American Indian, Two or More races, and Asian. In addition, Bramlette has been able to attract and retain highly qualified, high achieving teachers who implement best practices to ensure academic success for all students. Our teachers are able to provide student enrichment through our School by Design schedule. The

teacher-student ratio is state average 22 to 1 which allows for a higher percentage of teacher-student interaction and individualized support. Our campus mobility rate is higher than the state average. Staff is remaining and turnover rate is low.

Student Academic Achievement

Student Academic Achievement Summary

Bramlette Elementary STEAM Academy continues to provide a quality education for our Bears. We received a rating of Met Standard and received 5 distinctions designated by TEA (Texas Education Agency). Our distinctions earned are Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Top 25 in Student Progress, Top 25% in Closing Performance Gaps, and Post-Secondary Readiness. Below are charts showing the end of the year results for the 2017-2018 school year.

STAAR Reading

	2017-2018 Approaches Grade Level	2017-2018 Meets Grade Level	2017-2018 Masters Grade Level
3 rd Grade	66%	29%	12%
4 th Grade	78%	46%	22%
5 th Grade	75%	46%	22%

STAAR Math

	2017-2018 Approaches Grade Level	2017-2018 Meets Grade Level	2017-2018 Masters Grade Level
3 rd Grade	72%	37%	24%
4 th Grade	79%	51%	29%
5 th Grade	83%	52%	23%

STAAR Writing

	2017-2018 Approaches Grade Level	2017-2018 Meets Grade Level	2017-2018 Masters Grade Level
4 th Grade	84%	63%	13%

STAAR Science

	2017-2018 Approaches Grade Level	2017-2018 Meets Grade Level	2017-2018 Masters Grade Level
5 th Grade	70%	27%	8%

PMI Passing Standard

1 st Grade	86%
2 nd Grade	62%

PMI Cumulative STAAR Performance Standard

Standard	Masters	Meets	Approaches	Below
1 st Grade	41%	76%	92%	8%
2 nd Grade	29%	56%	82%	18%

Rigby/BAS

	Above	On	Below
1 st Grade	43%	33%	37%
2 nd Grade	28%	36%	36%

TPRI

	Still Developing	Developing
1 st Grade	60%	52%
2 nd Grade	44%	56%

Student Achievement Summary

Our campus has shown considerable growth in the areas of reading, math, and writing. We met this goal by using the data points & sources that the district and campus administrators provided.

While significantly increasing in performance across all subjects, according to the 2017 State Accountability Reports, the African American students performed lower than the Hispanic and White populations.

We must continue to identify effective strategies and differentiated instructional activities to increase the African American and economically disadvantaged population student performance. There was a decrease in student performance in science among all students.

We must continue to build upon the current program to improve student success. Training, mentoring, and support in these areas are being sought through the utilization of District Instructional Specialists. Tutorials will be provided in all subjects to students to ensure success. We are in the process of strengthening our teams vertically to increase productivity in all content areas. In our grade level meetings, PLCs, RPM, and vertical team meetings, the team will provide best teaching practices to be shared in order to maintain consistency across the grade levels to close gaps and prepare students to become academically and socially successful. We will increase number of students performing at the masters level in each grade by 5%.

Student Academic Achievement Strengths

Bramlette Elementary STEAM Academy is growing and performing well academically in reading, math, and writing. This year we were able to increase our Math and Writing STAAR scores.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on the 2018 Accountability Report, the African American students showed an increase in academic performance; however, they scored slightly below all other groups in Reading and Math. **Root Cause:** Teachers should use more hands-on activities, technology, and differentiated instruction to connect African American students to the content and enhance motivation, engagement, and increase performance.

Problem Statement 2: Based on the 2018 Accountability Report, all students decreased in student performance in science. **Root Cause:** Teachers should place emphasis on academic vocabulary and hands on experiments in science labs and outdoors, utilize interactive journals, performance assessments, and ensure intentional spiraling and reassessment of skills.

Problem Statement 3: Based on the 2018 Accountability Report, more students performed at the approaches level than at the meets and masters level. **Root Cause:** Teachers should set and maintain high expectations, increase small group targeted instruction, identify & track student levels of performance, utilize questioning stems to enhance critical thinking and problem solving skills, and develop differentiated lessons/activities that challenge students in all subjects.

School Processes & Programs

School Processes & Programs Summary

Bramlette Elementary STEAM Academy is a data-driven campus where educators utilize multiple resources to make informed decisions regarding the overall planning, differentiation, and implementation/delivery of instruction to accommodate and effectively teach each of our students. All teachers meet weekly on their planning day and during conference to discuss their plans and create/modify activities and lessons. They also meet weekly for Grade Level Meetings, PLC, as well as weekly faculty meetings. These meetings work to serve the educators as an open forum and discussion of ideas and teaching practices occurring in their rooms and on the campus. It also serves to train them to more effectively teach specific subject areas and to improve in low trending TEKS, as observed and monitored by data. During these meetings, multiple data sources are analyzed and used to further ensure that lessons are being created and taught based on students' academic performances. All curriculum and assessments are generated by the district's pacing guide which is aligned with Texas state standards. Teachers, in addition to the pacing guide, utilize unit guides, TEKS Resource, benchmark data, STAAR and Kilgo stem questions, ELPS, and curriculum and instructional frameworks. Teachers are identified to obtain their GT and ESL certification. Our campus also utilizes the Reflective Practice Model (RPM) to ensure skills are taught to the depth and complexity and also ensure alignment of activities to the TEKS to enhance student mastery.

In addition to analyzing data and implementing lessons taught to a higher rigor, teachers at Bramlette Elementary STEAM Academy receive frequent feedback from campus and district administrators conducting walkthroughs and observations. Feedback is provided to teachers within a 48 hour turn around period. A significant improvement has been observed in the area of effective instructional delivery. This has resulted in an increase in student performance on campus benchmarks and STAAR assessments.

In order to retain and attract highly qualified teachers and staff, a substantial assortment of professional development trainings are provided at both campus and district level. Teachers are able to create their own professional development plans that are tailored to both their needs, as well as, the needs of their students. Members of the leadership team attend district job fairs, each spring, to recruit other highly qualified educators.

Bramlette Elementary STEAM Academy has seen an increase in teachers remaining from year to year. This low attrition rate can be attributed to the positive, family oriented, and collaborative culture that is easily observed at the campus. All teachers and staff assist and support one another to help ensure that all students needs are met. That is the priority of Bramlette STEAM Academy.

Bramlette Elementary STEAM Academy has implemented a STEAM enrichment day for each grade level. During this day, the students rotate with the STEAM Team as they are taught through specific and purposeful lessons and activities that are both TEKS Aligned, as well as, follow their grade level pacing guide. Teachers utilize this day for planning and district training. Administrators monitor and support the STEAM Team daily.

All new teachers are assigned a campus mentor. This ensures that they have a buddy that can help develop and coach them. Their mentor also attends all TxBESS meetings with them. The mentoring program's purpose is to ensure success of the teachers and students. When teachers feel that they are supported, retention levels will increase significantly. All teachers with less than one year experience receive a campus mentor, new teacher orientation through the district, orientation at the campus, collaborative weekly PLC meetings with their grade level team, team leader, team meetings, vertically aligned

meetings, and a large array of other professional development opportunities. All teachers, primarily novice teachers, report positive feelings of being supported and mentored well at Bramlette Elementary STEAM Academy.

School Processes & Programs Strengths

The district aids the school by supplying rigorous assessments for us to use to gather data points. The district also requires the schools to complete the TPRI and PMI assessments, so that we will have data for the younger grades in reading and math. This is their way of holding the teachers accountable, similar to those of STAAR tested grades. The district also requires that 1-5 (grades at Bramlette Elementary STEAM Academy) participate in BAS to maintain reading level knowledge of each student. BAS will be administered at the beginning of the year, middle of the year, and at the end of the year. Teachers will graph the results to show specific trends with their students in growth, or a decline. The data obtained will be utilized in the decisions of RTI and our Reading program.

Teachers were allowed to voice any concerns or ideas in the weekly Grade Level Meetings (GLM) with each other and campus administration. Teachers also met weekly for Professional Learning Community (PLC) meeting. Vertical teams met monthly. This allowed for more collaboration and vested interest in what was happening on the campus. Our teachers felt informed and the overall relationships of our campus with one another as professionals increased significantly. The atmosphere has shifted into a very positive and aware group of educators.

Teachers participated in the Response-to-Intervention (RTI) Cafe monthly to provide appropriate accommodations, and interventions to ensure student's success. Teachers also met with district specialists to keep them up to date and informed.

Curriculum, Instruction and Assessment Strengths

The staff at Bramlette Elementary STEAM Academy implements best practices on a daily basis and is interested in the growth of each child. Our strengths are having systems in place to review data during PLCs and TEKS Academies and plan based on the needs of our students. Focused interventions have proven to help students close their learning gaps. In addition, our staff has utilized training to help enhance learning for our students. Data in the advanced and masters areas support these efforts.

The curriculum has been the closely focused on. We meet weekly to disaggregate data during grade level meetings, professional learning communities, and with campus administration and district instructional specialists. The teachers were trained by the principal and the curriculum support specialist on how to effectively utilize TEKS Resource System and create and implement quality lesson plans that are geared toward the standards/TEKS with aligned activities. Teachers continue to break down each TEK to determine the rigor at which the instruction needed to be given.

Teachers were also trained on how to implement high-rigor stem questions in order to teach students how to critically think. Teachers continue to break down high-stakes standards and utilize and implement them into their lessons.

Teachers were trained on how to create more rigorous and useful reading groups. These groups were used to raise reading levels and thinking processes for the students. Teachers were encouraged to create more visual and positive learning environments for the students. Anchor charts are posted around their

rooms that show specific strategies and skills being used in their classrooms and provide a print rich environment. The anchor charts are incorporated into their teaching and the students use them as a resource during the year.

Universal Screeners were given not only by the district but by the campus administration. These common assessments are utilized by the teachers to see what needed to be retaught, what needed to be taught in small groups, and how to pull/group their tutorial students.

Teachers meet weekly with a district consultant to ensure that teachers were given the opportunity to ask any questions on curriculum or instruction regarding activities, skill misconceptions, and modeling of lessons. Campus administrator and consultants met with all grade levels but focused on 1st – 5th.

School By Design provides a planning day in which teachers can successfully plan and ensure the intentional integration of Science, Technology, Engineering, Art, & Mathematics across the curriculum.

Staff Quality, Recruitment and Retention Strengths

- Utilize Capturing Kids' Hearts Model in order to enhance profound leadership capabilities and building capacity from within (e.g., utilizing staff with leadership capabilities, staff members who possess administrative qualities, and empowering staff to develop and achieve personal as well as professional goals). This strength allows veteran teachers (e.g., years of experience and training) to assist novice teachers in the execution of lesson and curriculum development and classroom management.
- Utilize Professional Learning Communities to create a safe environment in which teachers can learn from one another, enhancing their instructional delivery. This creates more confident teachers and results in confident well-learned students.

Perceptions

Perceptions Summary

Bramlette Elementary STEAM Academy's priority is to provide a warm, welcoming, and safe learning environment for all stakeholders. Our staff members are dedicated and committed to excellence by utilizing best practices and data to plan and teach. Our motto is, "Destined for Greatness" and we continue to set expectations in all areas. Academically we are performing well and continuing to improve our student achievement. We focus on family and community involvement to build relationships that promote student success and create an environment of respect and integrity. We offer opportunities for students to participate in UIL events, MyOn Book Club, Flag Team, Student Council Ambassadors, Chess Club, and Science STEM Fair.

We pride ourselves in a family culture that encourages parental involvement. Our volunteers assist with campus tasks such as reading to students, making copies, decorating to set up fall festivals, Valentines Ball, Spring Festival, and Winter Parties. Our dads are encouraged to participate in Watch D.O.G.S. and our moms participate in Mothers on a Mission (MOM). These programs help with security, mentorship, and ensures involvement in their child's education. Our community volunteers include Wellness Point, Local Dentists, Positive Action Character Education Program, Junior League of Longview, Motivational Speakers, Pink Heels promoting Breast Cancer Awareness, and the Hi 5 program in which police officers mentor students to create a positive outlook on law enforcement while building successful relationships. We host a Career Day and Career on Wheels in which community members educate our students on career choices and educational requirements. Capturing Kids Hearts assists us in building relational capacity and positively impacts our campus. Reading, Math, Science, and Writing parent trainings are also provided to educate our parents with knowledge and strategies to improve student mastery.

Our counselor addresses individual student needs by having individual and group counseling sessions. We utilize surveys from our Destination Safe Box to help us address the needs of our students and ensure a bully-free school environment.

Our PTA and Community in Schools works closely with all our families and provide learning opportunities for them and activities so they can participate at school and feel welcome.

We also have events that help our staff feel appreciated. For example, staff recognition each six weeks, staff appreciation week (teachers, cafeteria, custodial, etc.), welcome back treats, Christmas luncheon, Secret Pal, school spirit shirt days, Affirmations through Capturing Kids' Hearts, Jean passes, and hall decorating contests.

Perceptions Strengths

We had many strengths in the climate survey from parents, students, staff, and community members:

- High expectations for academic achievement
- Zero tolerance for bullying and excessive misbehavior
- Professional Learning Community (A safe environment in which teachers can learn, grow, and share. This environment builds and empowers)
- Partnership with members of the community: Mentorship, Watch Dogs (Dads), Mothers On a Mission (M.O.M), Capturing Kids' Hearts
- An environment in which all students are safe and can learn
- Warm and inviting

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: During the 2018-2019 school year Bramlette Elementary STEAM Academy will encourage the placement of qualified university students with 100% Highly Qualified (HQ) teachers at the STEAM Academy.

Evaluation Data Source(s) 1: Summative - Weekly Staffing, PLC meetings, Professional Development, Retention of HQ staff, STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Recruit and train teachers to ensure knowledge and ability to remain employable and do so with incentives (i.e., T-TESS, EVAAS, and other methods of retaining highly qualified employees). (Title I SW: 10) (Target Group: All) (Strategic Priorities: 1)</p> <p>2) Collaborate with Human Resources to continue providing the mentor/mentee program as a method to retain highly qualified teachers. (Title I SW: 3) Target Group: All) (Strategic Priorities: 1,3) (CSFs: 7)</p> <p>3) Recruit teachers at the Career Expo that are compatible to the school culture to establish a good-fit relative to campus and student needs. (Title I SW:5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7)</p>	2.5	Principal, Support Team, Teacher(s) HR, Campus Improvement Team (CIT)	Ensure the retention of quality teacher while building their content knowledge expertise to improve student performance on STAAR.				





<p>2) Teachers receiving support have opportunities to collaborate and work together on various tasks.</p> <p>Increase the retention rate of highly qualified teachers by providing support through opportunities of collaboration and discussions intended to share and learn best instructional practices.</p>	<p>2.5</p>	<p>Principal, Team Leaders, Counselor, Campus Specialist</p>	<p>Surveys and feedback will be used to document the effectiveness of the support provided by campus administrators, and mentors.</p>				
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Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: Develop and implement programs that build capacity, create a meaningful/positive community, and positive college relationships.

Evaluation Data Source(s) 2: Summative - Weekly Staffing, PLC meetings, Professional Development, STAAR Data Results, Texas Teacher Evaluation and Support System (T-TESS), Retention of HQ staff

Summative Evaluation 2:



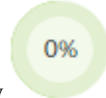

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Recruit and contact university volunteers to assist with the academic needs of students. 2) Contact local universities to provide qualified candidates with educational degrees to present joint collaborative efforts to aspiring post-secondary learners. 3) Provide teachers with Science Professional Development (Steamsopes, Edusmart). 4) Create a culture that centers and build STEAM mindedness through innovative and cooperative opportunities such as ITEACH programs and Junior Achievement. 5) Two-way communication with parents through online networks. (Title 1 SW: 10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)</p>	2.5	Teachers, Counselor(s), Principal, & Curriculum Program Support.	These strategy will ensure adequate documentation for collaborative partners/ professional developments and increase performance on STAAR (especially Math and Science) while meeting the accountability status requirements.				
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Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 3: Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.

Evaluation Data Source(s) 3: All Target Groups, Title 1, Strategic Priorities, STAAR, Certified Faculty and Staff.

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Recruit at the Career Expo to create an inclusive culture that embraces school pride and continues to meet campus and student needs. 2) Attend new teacher orientation/in-service a. faculty/staff meetings b. Participate in professional development activities c. Actively participated in Professional Learning Communities (PLC) meetings each day for planning and extended to after school collaboration d. Complete professional development questionnaire regarding needs awareness e. Collaborate with Region VII and district school personnel to train teachers f. Participate in book studies (Title I SW: 10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,3)	2.5	Principal, Support Team, Teacher(s)	Ensure the highly qualified teachers are hired to meet the educational needs of children and will match the culture of the STEAM connection along with STEAM squared team.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 4: Decrease the staff turnover rate.

Evaluation Data Source(s) 4: Formative/Summative, new teacher year end attrition rate reduction

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Provide clear expectations and directives to teachers continuously and as needed. 2) Offer support to all employees through various sources and geared toward the needed support. (Title 1 SW: 1) Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7)</p>		Principal, Support Team	Through consistent observations and surveys as summative evaluation tools, teachers will continue to establish success through planning, instruction, learning-environments, and professional practices and responsibilities.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: Strengthen and cultivate communication to align with district goal through support and awareness

Evaluation Data Source(s) 1: Summative - STAAR Data Results, Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Disseminate annual opinion and feedback surveys with students, staff, parents, and community.	3.1	Principal, Support Team	Utilize feedback to improve improved teacher effectiveness and student performance.				

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 1: Provide rigorous, complex, and meaningful learning that promotes readiness for post 1st-12th grade experiences, including curriculum that is focused on state standards and are research based, effective instructional practices in the classrooms.

Evaluation Data Source(s) 1: Summative - STAAR, Walkthroughs, Observations, Common Assessments and Simulation Data

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy 1) Meet state standards by earning distinction status in all six areas and achieve state 2019-2020 proficiency utilizing TEKS based instruction.	2.4, 2.5	Principal, Support Team, Teacher(s)	Continue to implement RPM gallery walks, weekly PLCs and STEAM Square Team Distinction in six areas				
Targeted Support Strategy 2) Model best practices through the use of survey results disaggregated data, and T-TESS to address needs and promote teacher growth, respectively.	2.4, 2.5, 2.6	Instructional Specialist, Lead Teacher, Principal, Support Team	Promote the growth of teachers.				
Targeted Support Strategy 3) Utilize T-TESS as a monitoring and observation protocol to facilitate classroom instruction.	2.4, 2.5, 2.6	Instructional Specialist, Principal	Teachers will improve in instructional practices and delivery resulting in 80% of the teachers receiving a rating of proficient or better.				

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 2: Create meaningful activities and incentives to improve the attendance rate at Bramlette Elementary STEAM Academy to at least 98%.

Evaluation Data Source(s) 2: Summative - Attendance Report, STAAR, Attendance incentives, Sign-In Log

Summative Evaluation 2:



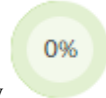

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Maintain a minimum of 98% attendance rate throughout the year. 2) Provide student incentives to promote the importance of perfect attendance. 3) Increase parental involvement to raise awareness of school wide attendance goal. 4) Utilize short term incentive promotions, classroom competitions, and a campus newsletter to act as a two way communication tool to promote and enhance attendance. 5) Implement stop, drop, and call no later than 8:10 as a method to improve overall attendance improvement. 6) Utilize parent conferences to remind parents to schedule appointments toward the end of the school day.		Principal, Support Team, Teacher(s)	An increase in attendance				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 3: Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Evaluation Data Source(s) 3: Summative - Walk-throughs, Observations, STAAR, Common Assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize intervention strategies such as; Stemscores, Mentoring Minds, Study Island, small group instruction, Reading Programs, after school tutorials, additional resources as needed, and differentiated instruction to reduce achievement gaps. 2) Increase students performing at the masters level. 3) Disaggregate data for Common, Teacher, and Campus Assessments to determine the primary focal points for specific TEKS and re-teach for mastery. 4) Utilize district wide pacing guides and spiral TEKS with fidelity and rigor in order to effectively promote mastery level teaching. 5) Inventory and utilize STEAM Related Resources and Supplies. 6) Conduct Needs Assessments and Create Tech Plan for Campus.	2.4, 2.5, 2.6	Principal, Support Team, Teacher(s), Instructional Specialists	Reduce the achievement gap				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 4: Improve the achievements of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.

Evaluation Data Source(s) 4: Summative - STAAR, Walk-throughs, Observations, Common Assessments, RTI, Data Points

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize RTI collaboration strategies to determine, meet, and surpass each student's academic needs and goals. 2) Bridge the achievement gap through special programs (i.e., ESL, bilingual, Dyslexia, 504, Special Education, and GT). 3) Fully develop with efficacy the training and goals of Gomez and Gomez, SIOP, Campus reading programs, and Writing Academy. 4) Utilize Parenting Partners to educate bilingual parents to accomplish a home/school connection.	2.4, 2.5, 2.6, 3.1, 3.2	Dyslexia Specialist, Dyslexia Teacher, Principal, RTI Team, Support Team, Principal, Instructional Specialist, Teacher(s)	Improve the achievement of students served in various programs				





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 5: Increase student participation, completion, and performance in GT and entrance into Pre-AP courses.

Evaluation Data Source(s) 5: Summative - Surveys, STAAR, Common Assessments

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Promote vocational programs such as Career on Wheels and Career Day to enhance student awareness of post-secondary education. 2) Teach the Process, Readiness, and Supporting Standards to Mastery. 3) Train teachers to work with students of poverty.	2.4, 2.5, 2.6	Principal, Support Team, Teacher(s), Instructional Specialist	1. Increase student's awareness of careers. 2. Increase student's performance in GT. 3. Increase number of students entering into Pre-AP courses.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 6: Bramlette Elementary STEAM Academy will exceed the Domain III targets by a minimum of 10% on the STAAR assessment in reading, math, writing, and science by May 2019. Students in 1st & 2nd will be expected to meet or exceed the passing standards on district benchmarks in reading and math by May 2019.

Evaluation Data Source(s) 6: State Assessment Data, PLC Meeting Minutes, Campus Checkpoints, RPM Gallery Walks, District Common Assessments, Progress Monitoring Forms, Summative Evaluations, Observations, Goal Setting, Staff Developments, Walk-throughs, Blueprints, and STAAR Release Test.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To increase Science performance the campus will create rigorous lessons that are aligned with state standards. The Science STEAM Square Team will display projects in the Science Depot to increase awareness, knowledge of science ideas, concepts, and theories. The projects will promote vertical and horizontal alignment of the science curriculum within the school climate and through GLOBE (online Science Literacy program). GLOBE enhances the use of S.T.E.M. through technology in 1st - 5th grades on our campus.	2.5	STEAM Square Team, Principal, District Science Specialists	Science checkpoints, benchmarks, and STAAR results will be analyzed to ensure that students score above 70%.				
2) Improve writing achievement in all students in grades K-5 through effective implementation of writers' workshop, on-going writing conferences with students, writing portfolios, and collections of authentic samples throughout the school year. Growth will be measured in terms of foundational writing skills: capitalization, punctuation, grammar, spelling handwriting and written expression. Consultants from the Writing Academy will be provided for staff development.	2.5	Principal, Campus Support Team, District Specialists, and Teachers, STEAM Square Team	Compositions will be collected monthly and reviewed to make instructional decision.				
3) Close performance gaps and support all sub-pops will attain a minimum of 70% passing in writing and science. Instruction will be monitored to ensure that students are taught with fidelity. If students are not successful on assessments, extra support will be provided.	2.6	Teachers, Principal, STEAM Specialist, District Science Specialist	Assessment data from science and writing checkpoints and benchmarks will be analyzed within one week of each assessment. Intervention adjustments will be made based student data to maintain a score of 70% or above.				







Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 1: Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

Evaluation Data Source(s) 1: Summative - Common Assessments, STAAR assessment data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy</p> <p>1) Implement Primary Science Lab to increase hands-on experience for primary students.</p>	2.4, 2.5, 2.6	Classroom Teacher(s), Principal	Foster higher-order thinking skills in science for primary students.				
2) Create STEAM Professional Development Plan, and Calendar.		Principal, Support Team	Ensure training and implementation of STEAM curriculum in the classrooms.				
<p>Targeted Support Strategy</p> <p>3) Conduct Project Based Learning (PBL) training for staff.</p>	2.4, 2.5, 2.6	Principal, Support Team	Teachers given opportunity to experience how performance tasks increase student engagement and allow them to use their knowledge to discover solutions and answers for themselves.				
<p>4) 1) Create cross curricula activities for all students. 2) Provide teachers with the district pacing guides in all content areas 3) Utilizing math manipulative kits for grades 3-5. 4) Incorporate the use of the Writing Academy. 5) Train teachers using science binders and activities. Teachers will continue to utilize strategies obtained from professional development. 6) Utilize science binders and incorporate the science lab hands-on activities 7) Obtain interactive science updates and activities from online links</p>	2.4, 2.5, 2.6	Instructional Specialist, Principal, Support Team, Teacher(s)	Students will perform at or above level in Science.				
5) Implement 3 Instructional Systems to include Vertical Alignment, Weekly Collaborative Planning, and RPM which provides teachers with the capacity to be reflective about their practice using assessment data.	2.4, 2.5, 2.6	Classroom Teacher(s), Instructional Specialist, Lead Teacher, Principal	To ensure that strategies and content are aligned to help prepare students for higher level material.				

<p>Targeted Support Strategy</p> <p>6) Utilize the STEMSCOPE Kits, implement vocabulary strategies, writing strategies, Five E Model, and enlist the support of Campus Curriculum Program Support and District Specialists for science and writing instruction.</p>	2.4, 2.5, 2.6	Classroom Teacher(s), Instructional Specialist, Principal August-June	End of Year STAAR Writing and District Writing Initiatives scores will increase .				
<p>7) Use interactive journals as part of the science lab instruction to promote expository writing and nonfiction reading.</p>	2.4, 2.5, 2.6	Classroom Teacher(s), Lead Teacher, Principal	End of Year STAAR Writing, Science and Reading scores will increase.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 2: Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills by 10%.

Evaluation Data Source(s) 2: Summative - Walk-throughs,
Observations, STAAR, Common
Assessments, Weekly Campus
Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Improve student growth through: 1) Develop teacher assessments that possess open-ended questioning. 2) Facilitate lessons while students collaborate and create logical responses. 3) Utilize specific higher order thinking stem questions to stimulate student learning. 4) Allow students to justify their thinking processes that provoke debate and open discussions. 5) Create a safe environment for students to express their ideas and to acknowledge differences among logical reasoning.	2.4, 2.5, 2.6	Classroom Teacher(s), Principal, Support Team, Teacher(s)	Students will continue to perform at high level on district and state assessments.				
2) Implement Makerspace to support algebraic thinking, measurement, spatial reasoning and problem-solving.	2.5, 2.6	Classroom Teacher(s), Instructional Specialist, Lead Teacher, Principal	Students will continue to perform at high level on district and state assessments. Opportunity for student to utilize individual learning patterns.				
3) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology tools relevant to the digital learner.	2.4, 2.5, 2.6	Principal, Support Team, Teacher(s), Technology Staff	Students will continue to perform at high level on district and state assessments.				
4) Incorporate Project Based Learning (PBL) in STEAM and instructional practices incorporating the engage 2 learn program.	2.5, 2.6	Instructional Specialist, Principal, Support Team	Students will continue to perform at high level on district and state assessments.				

<p>Targeted Support Strategy</p> <p>5) Implement School By Design Program to increase problem-solving skills , Project- based learning and critical thinking skills for elementary students.</p>	<p>2.4, 2.5, 2.6</p>	<p>STEAM Square Team, Principal, Elementary STEAM Specialist</p>	<p>Students will continue to perform at high level on district and state assessments.</p>				
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= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 3: Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.

Evaluation Data Source(s) 3: Summative - STAAR, Common Assessments, Walk-throughs, Observations

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Improve rigor, depth, and complexity among all students: a.. Provide vertical meetings to collaborate on curriculum and classroom instruction. b. Utilizing research-based programs to build the complexity of subject areas. c. Building a connection between math and science for student promotion into Pre-AP classes.	2.5	Classroom Teacher(s), Instructional Specialist, Principal, Support Team, Teacher(s) August- June	Students will perform at high level on STAAR				
2) 2. Planning between new staff and mentor/team leader teachers to ensure correct strategies are taught, assessment analyzes and planning process developed and utilized.		Classroom Teacher(s), Instructional Specialist, Lead Teacher, Principal					
3) Utilize Study Island computerized program to induce, spiral and reinforce the learning of key concepts in Math, Science, Reading & Writing.	2.4, 2.5, 2.6	Classroom Teacher(s), Principal	End of Year STAAR scores will increase.				
4) Utilize the STEMSCOPE Kits, implement vocabulary strategies, Five E Model, and enlist the support of District Science Specialist and campus Curriculum Program Support.	2.4, 2.5, 2.6	Instructional Specialist, Principal, Teacher(s)	STAAR Scores will increase as well as close gaps between sub-pop.				
							


Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 4: Increase the hiring of HQ teachers specifically for math and science.


Evaluation Data Source(s) 4: Summative - STAAR, Common Assessments

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide teachers with science professional development (Steamscores).	2.4, 2.5, 2.6	Principal, Support Team, District Specialist	Improve teacher's content knowledge and expertise while increasing student's performance.				




= Accomplished



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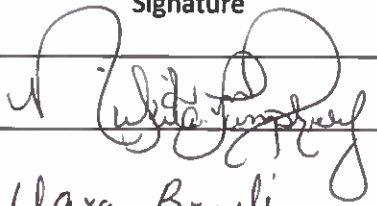
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Addendums

Campus Improvement Team

Name	Position	Signature
Nikita L. Mumphrey	Principal	
Dara Brazile	Curriculum Program Support Specialist	Dara Brazile
Rosemary Daniels	Counselor	Rosemary Daniels
Emily Hill	Reading Specialist/PTA Liaison	Emily Hill
Ashley Oden	Teacher	Ashley Oden
Earl Bonner	Teacher/Parent	E B