

Longview Independent School District
Bramlette STEAM Academy
2023-2024 Improvement Plan



Board Approval Date: October 16, 2023

Mission Statement

Provide every child with a highly engaging and rigorous International Baccalaureate (IB) and Science, Technology, Engineering, Art, and Mathematics curriculum that will develop learners who will be inquirers and equipped with a college-preparatory education, military readiness, future career aspirations and intercultural understanding for the 21st century.

Vision

- Develop internationally minded students to become responsible members of local, national, and global communities.
- Inspire and motivate students to pursue careers in Science, Technology, Engineering, Art and Math.
- Implement the Model to support a diverse community of learners while ensuring engagement with stakeholders, high expectations, student centered, and a strong instructional culture.
- Teach students to identify and solve real-world problems by incorporating units of inquiry through IB (International Baccalaureate) and improving STEAM literacy across the curriculum.
- Prepare students to thrive in a highly complex and ever changing global world.
- Align lessons, learning, curricular resources, and Project Based Learning to TEA standards.
- Provide accessible learning activities that invite intentional play, pique curiosity, inquiry, and risk taking.
- Enhance student engagement by developing deep approaches to learning.
- Expose students to flexible and inclusive learning spaces.
- Develop, implement, and evaluate a challenging IB and STEAM program of international education and rigorous assessment.
- Foster students with effective communication skills that are important in every aspect of day-to-day life.
- Educate students with career readiness, employability, and entrepreneurial skills.
- Offer societal and cultural images and environments that promote respect, diversity, and opportunities in IB and STEAM.

- Enlighten and engage families, educators, communities and employers to assist students in pursuing STEAM careers.

Core Beliefs

Commitment

Respectful

Innovated

Open-Minded

Passionate

Dependable

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Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

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 2022-2023 year, our enrollment is 480 students. The breakdown for each grade level is First-98, Second-97, Third-98, Fourth-81 and Fifth-106.

Our student population will continue to grow with the successful integration of the IB Program and our STEAM curriculum. The student population consists of African American (43%) and Hispanic (39%). The campus has 13% White along with 4 % two-or-more races, .045% Asian, and .94% American Indian-Alaskan Native. The female-to-male ratio is just about even at 48% female and 52% male. Economically Disadvantaged (ECD) students are 89.5% and 68% of the students are on free lunch.

The teaching staff consists of 60% African-American, 15% Hispanic, and 20% White. Bramlette Elementary STEAM Academy serves students who are enrolled in various programs. We have 24 (3.8%) English Language Learners, 246 (55%) at-risk students, 2 (.32%) Gifted and Talented, 0 migrant students, 64 (13.5%) with special education services, and 0 students who qualify for homeless services. The Bears staff is comprised of one administrator, Academic Dean/IB Coordinator, librarian, Reading Specialist, and counselor. We have 21 classroom teachers, 1 PE coach, 4 special education teachers, 7 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 97.79%. 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. African American and Hispanic out performed other sub population. 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.

Student Learning

Student Learning Summary

Bramlette Elementary STEAM Academy continues to provide a quality education for our students. In accordance with our campus data, our narrative is as follows:

The data below shows 45% of third graders, 52% of fourth graders, and 49% of fifth graders met Reading standards at the meets level and 25% of third graders, 31% of fourth grader, and 33% of fifth grade students performed at the masters level in Reading. In Math: 44% of third graders, 48% of fourth graders, and 46% fifth graders performed at the Meets level while 23% of third graders, 31% of fourth graders, and 27% of fifth graders performed at the masters level. Our attendance for the year is 97.25%. We are on target to receive distinctions in: Math, ELA, Science, and Post Secondary Readiness.

Grade	Subject	Total Students	Masters	Masters %	Meets	Meets %	Approaches	Approaches %	Below	Below %
3rd	Math	73	17	23%	32	44%	49	67%	24	33%
4th	Math	83	26	31%	40	48%	57	69%	26	31%
5th	Math	82	22	27%	38	46%	62	76%	20	24%
5th	Science	82	16	20%	29	35%	44	54%	38	46%
3rd	Reading	73	18	25%	33	45%	54	74%	19	26%
4th	Reading	83	26	31%	43	52%	67	81%	16	19%
5th	Reading	82	27	33%	40	49%	68	83%	14	17%

Math - Third grade students performed slightly lower than our fourth and fifth grade students.. The percentage of students to perform below the passing standard for 3rd grader is at 33%. We are on target and will obtain four out of five indicators to receive a distinction for Math due to our student’s performance.

Reading - Third grade students performed lower than our fourth and fifth grade students. The percentage of students to perform below the passing standard for 3rd grader is at 26%.

Science - 20% performed at the masters level, 35% performed at the meets level, and 54% students performed at approaches level.

We are on target and will obtain four out of five indicators to receive a distinction for Math and science due to our student’s performance. Distinctions are based upon scoring in the top 25% of the school's comparison group for Domain III.

Math- First grade students performed slightly lower than our second grade students in masters by 8%, and meets 4%. First and second scored 85% on approaches.

End of the Year Passing Standard (Math)

1st Grade	85%
2 nd Grade	85%

EOY Cumulative STAAR Performance Standard (Math)

Standard	Masters	Meets	Approaches	Below
1 st Grade	46%	65%	85%	15%
2 nd Grade	54%	69%	85%	15%

Rigby/BAS

Grade	Above	On	Below
1st	12%	17%	71%
2nd	18%	31%	51%
3rd	5%	16%	79%

TPRI

	Still Developing	Developing
1 st Grade	53%	47%
2 nd Grade	41%	59%

Targeted Plan of Action: *Principal/Acedmic Dean break down data by teacher, students, grade level, content and discuss strategies and plan of action for growth and mastery before visiting with teachers.

- *Vertical Tutoring
- *School By Design Planning Day with PD Agenda
- *Trained Thinking, Teacher Efficacy, Modeling
- *Target data by demographics (AA population by gender)
- *Gap Data
- *Heightened focus on Third & Fourth Grade (Math) & Fifth Grade Science
- *Small Groups/Workstations by content
- *Grade Level/Teacher Data Talks
- *Vertical Data Talks
- *Data Transparency (Goal setting)
- *Tracking Student Progress (Performance Analysis) (1st & 2nd Rigby each 6 weeks)
- *Reflective Practice Model (RPM)
- *TTESS Goals (Lowest TEKS to track and develop instructional delivery)
- *Skill/Content Based Trainings (PD)
- *In Class Support (Master Teacher Mentorship/Observation) *Immediate Constructive Instructional Feedback (Walkthroughs)
- *In Class Support (Data Disaggregating Teacher/Student Support)
- *STEAM Team (Pulling Low TEKS and driving content)
- *Reading Specialist w/IA
- *Targeted TEK Based Writing Instruction (Library) By Grade Level
- *Real World Connections/Hands on/Experiments Lab

- *Campus Instructional Consistency
- *Campus Wide Universal Strategies
- *Reteach & Remediate low TEKS/SEs through mini lesson in small group at the teacher table

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 2021-2022 ETTA STAAR Results, 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.

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 Region VII. 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, best teaching practices will be provided to maintain consistency across the grade levels, close gaps and prepare students to become academically and socially successful. We will increase the number of students performing at the masters level in each grade by 5%.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on the 2022-2023 ETAA STAAR Results, students decreased in student performance in science. **Root Cause:** Teachers will continue to 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 2: Based on the 2022- 2023 ETAA STAAR Results, 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 3: Based on the 2022-2023 ETAA STAAR Results, 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 IB unit guides, TEKS Resource, benchmark data, STAAR and Kilgo stem questions, ELPS, and the Wise Learning Framework. Teachers are identified to obtain their GT and ESL certification. Our campus also utilizes the Reflective Practice Model (RPM) to ensure the alignment of activities, skills are taught to the depth and complexity of the TEKS to enhance student mastery.

Under the ESSER grant principals and others school leaders will provide the resources necessary to address the needs of students. We will provide guidance counseling and training for students and parents. Evidence based materials, resources, and supplies will be purchased.

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 in the 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.

Teachers will disaggregate data by ethnicity and review African American, Hispanic, white and other sub-population data. They will identify and observe the strength and weakness of African American students to close achievement gaps. Teachers will differentiate instruction in small and whole group to track data.

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 IB Coordinator/ Academic Dean 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 using McClass , and HMH reading curriculum. Common assessments are utilized by the teachers to see what needed to be retaught, taught in small groups, and how to pull/group their tutorial students.

Teachers will meet with Region VII consultants to ensure that best practices are being implementd and clarify any misconceptions. (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, Student Council Ambassadors, Chess Club, and Science STEM Fair and IB International Baccalaureate Program.

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. 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 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 assist us in building relational capacity and positively impacts our campus. Reading, Math, Science, and Writing parent training is 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.

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, and speaker
- An environment in which all students are safe and can learn
- Warm and inviting

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- 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 between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- 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 2022-2023 school year Bramlette Elementary STEAM Academy will encourage the placement of qualified university students with 100% Highly Qualified (HQ) teachers at the STEAM Academy.

High Priority

Evaluation Data Sources: Summative - Weekly Staffing, PLC meetings, School by Design Full-day Professional Development, Retention of HQ staff, STAAR, Monthly faculty, and staff recognition

Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Ensure the retention of quality teacher while building their content knowledge expertise to improve student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Support Team, Teacher(s) HR, Campus Improvement Team (CIT)</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	May	June





Strategy 2 Details	Reviews			
<p>Strategy 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>Strategy's Expected Result/Impact: Surveys and feedback will be used to document the effectiveness of the support provided by campus administrators, and mentors.</p> <p>Staff Responsible for Monitoring: Principal, Team Leaders, Counselor, Campus Specialist</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and contact university volunteers to assist with the academic needs of students.</p> <p>2) Contact local universities to provide qualified candidates with educational degrees to present joint collaborative efforts to aspiring post-secondary learners.</p> <p>3) Provide teachers with Science Professional Development (Stemscopes, Edusmart).</p> <p>4) Create a culture that centers and build STEAM mindedness through innovative and cooperative opportunities such as ITEACH programs and Junior Achievement.</p> <p>5) Two-way communication with parents through online networks. (Title 1 SW: 10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor(s), Principal, & Curriculum Program Support.</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	May	June
	Review cells are empty			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Sources: All Target Groups, Title 1, Strategic Priorities, STAAR, Certified Faculty and Staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit at the Career Expo to create an inclusive culture that embraces school pride and continues to meet campus and student needs.</p> <p>2) Attend new teacher orientation/in-service</p> <p>a. faculty/staff meetings</p> <p>b. Participate in professional development activities</p> <p>c. Actively participated in Professional Learning Communities (PLC) meetings each day for planning and extended to after school collaboration</p> <p>d. Complete professional development questionnaire regarding needs awareness</p> <p>e. Collaborate with Region VII and district school personnel to train teachers</p> <p>f. Participate in book studies</p> <p>(Title I SW: 10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,3)</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Support Team, Teacher(s)</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 4: Decrease the staff turnover rate.

Evaluation Data Sources: Formative/Summative, new teacher year end attrition rate reduction





Strategy 1 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Principal, Support Team</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  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 Sources: Summative - STAAR Data Results, Surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: Disseminate annual opinion and feedback surveys with students, staff, parents, and community. Strategy's Expected Result/Impact: Utilize feedback to improve improved teacher effectiveness and student performance. Staff Responsible for Monitoring: Principal, Support Team</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use federal funds and partner with community and other sources to provide food, school supplies and/or funds to furnish student and teacher needs. Strategy's Expected Result/Impact: Delivery of school supplies and/or funds for students who lack needed items for student success. Staff Responsible for Monitoring: Principal, Coordinator</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 Funding Sources: Supplies and materials - 211 Title I, Part A - \$20,452</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students and parents will feel informed, welcomed and valued as a part of our campus community. We will continue to build positive relationships with parents and community members.</p> <p>Strategy's Expected Result/Impact: Distribute IB , STEAM and Parent handbook in English and Spanish to parents and all stakeholders.</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s), Support Staff, Counselor</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilized technology to communicate with students and parents.</p> <p>Strategy's Expected Result/Impact: Use DOJO and Google Classroom</p> <p>Staff Responsible for Monitoring: Principal, Teachers(s)</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Continue to implement safety procedures and protocols throughout all facilities.

Evaluation Data Sources: Discipline Behavior Incident Logs, Lockdown/Fire Drill/Safety Drill Logs, and COVID-19 protocols.





Strategy 1 Details	Reviews			
<p>Strategy 1: 1)Learn, engage and work in a safe, inclusive and responsive environment. (Well-Being and Mindfulness.) 2)Provide staff training on Safety Protocol on COVID-19 to practice school safety in and out of school.</p> <p>Strategy's Expected Result/Impact: Effective preparedness drills, experiences and proper way to use masks, wash hands and gloves.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

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 Sources: Summative - STAAR, Walkthroughs, Observations, Common Assessments and Simulation Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Meet state standards by earning distinction status in all six areas and achieve state 2022-2023 proficiency utilizing TEKS based instruction.</p> <p>Strategy's Expected Result/Impact: Continue to implement RPM gallery walks, weekly PLCs and STEAM Square Team Distinction in six areas</p> <p>Staff Responsible for Monitoring: Principal, Support Team, Teacher(s)</p> <p>Title I: 2.4, 2.5 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Model best practices through the use of survey results disaggregated data, and T-TESS to address needs and promote teacher growth, respectively.</p> <p>Strategy's Expected Result/Impact: Promote the growth of teachers.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Lead Teacher, Principal, Support Team</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize T-TESS as a monitoring and observation protocol to facilitate classroom instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will improve in instructional practices and delivery resulting in 80% of the teachers receiving a rating of proficient or better.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Principal</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

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





Evaluation Data Sources: Summative - Attendance Report, STAAR, Attendance incentives, Sign-In Log

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a minimum of 98% attendance rate throughout the year.</p> <p>2) Provide student incentives to promote the importance of perfect attendance.</p> <p>3) Increase parental involvement to raise awareness of school wide attendance goal.</p> <p>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.</p> <p>5) Implement stop, drop, and call no later than 8:10 as a method to improve overall attendance improvement.</p> <p>6) Utilize parent conferences to remind parents to schedule appointments toward the end of the school day.</p> <p>Strategy's Expected Result/Impact: An increase in attendance</p> <p>Staff Responsible for Monitoring: Principal, Support Team, Teacher(s)</p>	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 3: Reduce the achievement gap between all student populations and increase students performing at the masters level.





Evaluation Data Sources: Summative - Walk-throughs, Observations, STAAR, Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize intervention strategies such as; Stemscoptes, Mentoring Minds, Study Island, small group instruction, Reading Programs, after school tutorials, additional resources as needed, and differentiated instruction to reduce achievement gaps.</p> <p>2) Increase students performing at the masters level.</p> <p>3) Disaggregate data for Common, Teacher, and Campus Assessments to determine the primary focal points for specific TEKS and re-teach for mastery.</p> <p>4) Utilize ETAA pacing guides and spiral TEKS with fidelity and rigor in order to effectively promote mastery level teaching.</p> <p>5) Inventory and utilize STEAM Related Resources and Supplies.</p> <p>6) Conduct Needs Assessments and Create Tech Plan for Campus.</p> <p>7) Utilize resources from ESSER grant to close achievement gaps between student populations.</p> <p>Strategy's Expected Result/Impact: Reduce the achievement gap</p> <p>Staff Responsible for Monitoring: Principal, Support Team, Teacher(s), Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

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 Sources: Summative - STAAR, Walk-throughs, Observations, Common Assessments, RTI, Data Points

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize RTI collaboration strategies to determine, meet, and surpass each student's academic needs and goals.</p> <p>2) Bridge the achievement gap through special programs (i.e., ESL, bilingual, Dyslexia, 504, Special Education, and GT).</p> <p>3) Fully develop with efficacy the training and goals of Gomez and Gomez, , SIOP, Campus reading programs, and Writing Academy.</p> <p>4) Utilize Parenting Partners to educate bilingual parents to accomplish a home/school connection.</p> <p>Strategy's Expected Result/Impact: Improve the achievement of students served in various programs</p> <p>Staff Responsible for Monitoring: Dyslexia Specialist, Dyslexia Teacher, Principal, RTI Team, Support Team, Principal, Instructional Specialist, Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

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

Evaluation Data Sources: Summative - Surveys, STAAR, Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 1. Increase student's awareness of careers. 2. Increase student's performance in GT. 3. Increase number of students entering into Pre-AP courses. Staff Responsible for Monitoring: Principal, Support Team, Teacher(s), Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

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 2023. Students in 1st & 2nd will be expected to meet or exceed the passing standards on district benchmarks in reading and math by May 2023.

Evaluation Data Sources: 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.

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Science checkpoints, benchmarks, and STAAR results will be analyzed to ensure that students score above 70%.</p> <p>Staff Responsible for Monitoring: STEAM Square Team, Principal, District Science Specialists</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Compositions will be collected monthly and reviewed to make instructional decision.</p> <p>Staff Responsible for Monitoring: Principal, Campus Support Team, District Specialists, and Teachers, STEAM Square Team</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, STEAM Specialist, District Science Specialist</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: To increase Science performance the campus will create rigorous outdoors lessons that are aligned with state standards. The Science STEAM Square Team will increase awareness, knowledge of science ideas, concepts, and theories through sensory, firsthand experiences.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, STEAM Specialist, District Science Specialist</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 7: Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

Evaluation Data Sources: Summative - Common Assessments, STAAR assessment data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Primary Science Lab to increase hands-on experience for primary students. Strategy's Expected Result/Impact: Foster higher-order thinking skills in science for primary students. Staff Responsible for Monitoring: Classroom Teacher(s), Principal</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create STEAM Professional Development Plan, and Calendar. Strategy's Expected Result/Impact: Ensure training and implementation of STEAM curriculum in the classrooms. Staff Responsible for Monitoring: Principal, Support Team</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct Project Based Learning (PBL) training for staff. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Support Team</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 1) Create cross curricula activities for all students by providing teachers with resources to duplicate activities for students in all content areas.</p> <p>Strategy's Expected Result/Impact: Students will perform at or above level in Science.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Principal, Support Team, Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: To ensure that strategies and content are aligned to help prepare students for higher level material.</p> <p>Staff Responsible for Monitoring: Classroom Teacher(s), Instructional Specialist, Lead Teacher, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: End of Year STAAR Writing and District Writing Initiatives scores will increase .</p> <p>Staff Responsible for Monitoring: Classroom Teacher(s), Instructional Specialist, Principal</p> <p>August-June</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	May	June





Strategy 7 Details	Reviews			
<p>Strategy 7: Use interactive journals as part of the science lab instruction to promote expository writing and nonfiction reading.</p> <p>Strategy's Expected Result/Impact: End of Year STAAR Writing, Science and Reading scores will increase.</p> <p>Staff Responsible for Monitoring: Classroom Teacher(s), Lead Teacher, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 8: Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills by 10%.

Evaluation Data Sources: Summative - Walk-throughs,
Observations, STAAR, Common
Assessments, Weekly Campus
Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve student growth through:</p> <p>1) Develop teacher assessments that possess open-ended questioning.</p> <p>2) Facilitate lessons while students collaborate and create logical responses.</p> <p>3) Utilize specific higher order thinking stem questions to stimulate student learning.</p> <p>4) Allow students to justify their thinking processes that provoke debate and open discussions.</p> <p>5) Create a safe environment for students to express their ideas and to acknowledge differences among logical reasoning.</p> <p>Strategy's Expected Result/Impact: Students will continue to perform at high level on district and state assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teacher(s), Principal, Support Team, Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Makerspace to support algebraic thinking, measurement, spatial reasoning and problem-solving.</p> <p>Strategy's Expected Result/Impact: Students will continue to perform at high level on district and state assessments. Opportunity for student to utilize individual learning patterns.</p> <p>Staff Responsible for Monitoring: Classroom Teacher(s), Instructional Specialist, Lead Teacher, Principal</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students will continue to perform at high level on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Support Team, Teacher(s), Technology Staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Incorporate Project Based Learning (PBL) in STEAM and instructional practices incorporating the engage 2 learn program.</p> <p>Strategy's Expected Result/Impact: Students will continue to perform at high level on district and state assessments.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Principal, Support Team</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement School By Design Program to increase problem-solving skills , Project- based learning and critical thinking skills for elementary students.</p> <p>Strategy's Expected Result/Impact: Students will continue to perform at high level on district and state assessments.</p> <p>Staff Responsible for Monitoring: STEAM Square Team, Principal, Elementary STEAM Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 9: Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.

Evaluation Data Sources: Summative - STAAR, Common Assessments, Walk-throughs, Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve rigor, depth, and complexity among all students:</p> <p>a. Provide vertical meetings to collaborate on curriculum and classroom instruction.</p> <p>b. Utilizing research-based programs to build the complexity of subject areas.</p> <p>c. Building a connection between math and science for student promotion into Pre-AP classes.</p> <p>Strategy's Expected Result/Impact: Students will perform at high level on STAAR</p> <p>Staff Responsible for Monitoring: Classroom Teacher(s), Instructional Specialist, Principal, Support Team, Teacher(s)</p> <p>August- June</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Staff Responsible for Monitoring: Classroom Teacher(s), Instructional Specialist, Lead Teacher, Principal</p>	Formative			Summative
	Nov	Jan	May	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Study Island, , NearPod, Flocabulary, Carbo, Think Up (Mentoring Minds), HMH Reading, Reading Horizon, Stem-scope, Brain Pop, Imagine Math, MClass, MyOn,, Envision, Gayle Fuller, Math the Whitlow Way, and computerized programs to introduce, spiral and reinforce the learning of key concepts in Math, Science, Reading & Writing.</p> <p>Strategy's Expected Result/Impact: End of Year STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: Classroom Teacher(s), Principal,</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize the STEMSCOPE Kits & digital platform, implement vocabulary strategies, Five E Model, and enlist the support of District Science Specialist and campus Curriculum Program Support.</p> <p>Strategy's Expected Result/Impact: STAAR Scores will increase as well as close gaps between sub-pop.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Principal, Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement virtual, face-to-face field trips and travel expenses to allow students to engage in authentic artifacts and to explore places important to their discipline of study and consistent with their individual learning needs.</p> <p>Strategy's Expected Result/Impact: STAAR Scores will increase and creating an authentic expediences for students.</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s), Support Staff</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize Stemscope Math digital interactive curriculum, implement Five E-Model that encourages students to critical think, reflect, and collaborate through open-ended and cross-dimensional tasks.</p> <p>Strategy's Expected Result/Impact: STAAR Scores will increase students' mindsets will broaden and encourage educational growth.</p> <p>Staff Responsible for Monitoring: Principal, Teacher (s), Support Staff</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 10: Increase the hiring of HQ teachers specifically for math and science.





Evaluation Data Sources: Summative - STAAR, Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with science professional development (Stemscores).</p> <p>Strategy's Expected Result/Impact: Improve teacher's content knowledge and expertise while increasing student's performance.</p> <p>Staff Responsible for Monitoring: Principal, Support Team, District Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 11: Improve writing performance by adding Professional Development for all teachers efficacy across grade level.





Evaluation Data Sources: Summative - STAAR, Common Assessments Walk-through, Writing Journals.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1)Implement writing performance that focus on students' fluency, productivity, writing quality, and use of the writing process to write multiple forms of text across the content areas. 2) Incorporate the use of the Writing Academy. 3) Train teachers in strategies obtained from professional development.</p> <p>Strategy's Expected Result/Impact: Improve the quality of writing across the content area in all grades. Staff Responsible for Monitoring: Principal, Support Team, Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 12: Target writing with SMART goals

Evaluation Data Sources: Summative - STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) At least 80% of the students in grades 1-5 will be able to demonstrate the ability to use the conventions of grammar when creating paragraphs.</p> <p>Strategy's Expected Result/Impact: Students will use and identify the rules of grammar when creating paragraphs.</p> <p>Staff Responsible for Monitoring: Principal Support Staff, Teacher (s)</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 13: Implement Character Counts Curriculum and IB.

Evaluation Data Sources: Summative - STAAR, Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Provide students with a rigorous, engaging, project-based curriculum that will deliver exceptional outcomes for all students. 2) Develop inquiring knowledgeable and caring student who help to create a better and more peaceful world through intercultural understand and respect. 3) Deliver exceptional outcomes for all students and teachers by setting high expectations. 4) Students will be able to use skills and knowledge in multiple contexts. 5) Implement the Character Counts Curriculum . Character Education provide students with the skills necessary to be productive both academically and socially. This curriculum contributes to a successful student as well as a strong learning environment for all learners.</p> <p>Strategy's Expected Result/Impact: Students will become life-long learners. Staff Responsible for Monitoring: Principal, CEO ETAA, Teachers, Support Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
	Review content area			

Goal 4: Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

Performance Objective 1: Provide teachers with IB PYP training and resources to encourage students to become active, compassionate and lifelong learners who understand other people differences.

High Priority

Evaluation Data Sources: IB authorization

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Provide Category 1 training for all staff</p> <p>Strategy's Expected Result/Impact: IB coordinator will meet with teachers to monitor effectiveness of classroom practices.</p> <p>Staff Responsible for Monitoring: Principal, IB Coordinator, Teacher(s), Support Staff</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

RDA Strategies

Goal	Objective	Strategy	Description
2	1	3	Students and parents will feel informed, welcomed and valued as a part of our campus community. We will continue to build positive relationships with parents and community members.

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	3	Students and parents will feel informed, welcomed and valued as a part of our campus community. We will continue to build positive relationships with parents and community members.
3	9	5	Implement virtual, face-to-face field trips and travel expenses to allow students to engage in authentic artifacts and to explore places important to their discipline of study and consistent with their individual learning needs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	3	Students and parents will feel informed, welcomed and valued as a part of our campus community. We will continue to build positive relationships with parents and community members.
3	1	1	Meet state standards by earning distinction status in all six areas and achieve state 2022-2023 proficiency utilizing TEKS based instruction.
3	1	2	Model best practices through the use of survey results disaggregated data, and T-TESS to address needs and promote teacher growth, respectively.
3	1	3	Utilize T-TESS as a monitoring and observation protocol to facilitate classroom instruction.
3	7	1	Implement Primary Science Lab to increase hands-on experience for primary students.
3	7	3	Conduct Project Based Learning (PBL) training for staff.
3	7	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.
3	8	5	Implement School By Design Program to increase problem-solving skills , Project- based learning and critical thinking skills for elementary students.

State Compensatory

Budget for Bramlette STEAM Academy

Total SCE Funds: \$368,424.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Bramlette Elementary will supplement the regular education program for students who are at risk by providing tutoring, summer school, and instructional classroom rigor to reduce the academic failure rates and increase the rates for high school completion.

Personnel for Bramlette STEAM Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Debbie Warner	Grade 2 Transition	1
Schanck, Rebekah	Reading Specialist	1
Spady, Shandra	Grade 1 Transition Teacher	1

Plan Notes

Targeted Plan of Action

- Principal/Curriculum Support break down data by teacher, students, grade level, content and discuss strategies and plan of action for growth and mastery before visiting with teachers. (TBT)
- Vertical Tutoring
- School By Design Planning Day
- PD Agenda
- Trained Thinking, Teacher Efficacy, Modeling
- Target data by demographics (AA population by gender)
- Gap Data
- Fourth Grade (Reading & Writing)
- Small Groups/Workstations by content
- Grade Level/Teacher Data Talks
- Vertical Data Talks
-
- Data Transparency (Goal setting)
- Tracking Student Progress (Performance Analysis) (1st & 2nd Rigby each 6 weeks)
- RPM
- TTESS Goals (Lowest TEKS to track and develop instructional delivery)
- Skill/Content Based Trainings (PD)
- In Class Support (Master Teacher Mentorship/Observation)
- Immediate Constructive Instructional Feedback (Walkthroughs)
- In Class Support (Data Disaggregating Teacher/Student Support)
- STEAM Team (Pulling Low TEKS and driving content)
- Reading Specialist (Added IA)
- Targeted TEK Based Writing Instruction (Library) By Grade Level
- Real World Connections/Hands on/Experiments Lab
- Campus Instructional Consistency
- Campus Wide Universal Strategies
- Reteach & Remediate low TEKS/SEs through mini lesson in small group at the teacher table
- High Expectations
- Strong Instructional Culture
- Strong student/teacher relationships

Bramlette IB Core Values

Commitment

- Collaboration – Sharing of the work load in PLC

- Parent Conference – Making time to visit with parents
- Parent Training
- Home visits
- School Home Connection – Attend students extracurricular activities
- Remediation/Re-teach
- Professional Development
- PD Day
- Availability
- Flexibility
- Exploration – Allowing students to explore

Respectful

- Capture Kids Hearts
- Affirmations
- Active listening
- Manners
- Social Contact
- Diversity

Innovated

- Steam Team
- Steam Depot
- Engineer Connections
- Make-A-Space
- Exhibition of learning
- 3-D Printers
- Gaming
- Dancing
- Tau Won Do
- Montessori
- IB
- PBL
- One –to-one Chrome books

Open-Minded

- Modeling at PD and in Classes
- Teachers willing to tutor students during conference period/PD day
- Experiments
- Thinking outside of the box
- Share responsibilities
- Willing to help each other
- Use of data to drive decision
- Accept feedback from peers/ RPM
- Reflective on own learning from feedback

- PLC/PD

Passionate

- Address students needs
- Serve whole child
- Discover the interest of students and plan accordingly
- Capture Kids Hearts
- Take time out to listen to students concerns
- Stay for extra-curricular activity after school – Fall Fest, Spring Fest

Dependable

- Return calls in a timely manner
- Help co-workers with resources
- Parent Communication
- Punctual
- Modeling