

Brenham Independent School District
Krause Elementary
2021-2022 Campus Improvement Plan

Mission Statement

Campus Mission

The mission of Krause Elementary is to provide a quality education that empowers students to reach their maximum individual potential. We want to help students realize a well-rounded education that reaches the social, academic, emotional, and behavioral components of their lives.

District Mission

In collaboration with our families and community, Brenham Independent School District is committed to an exceptional education for ALL students.

Vision

Campus Vision

Krause Elementary is supporting all students to be lifelong learners, global thinkers, supportive leaders, and change agents of the future.

District Vision

Brenham ISD... A proud community inspiring and encouraging excellence for ALL.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Krause Elementary currently has 613 students enrolled, either learning face to face or remotely in grades Kindergarten through 4th grade. The student population as of September 2020 was 36% Caucasian, 20% African American, 41% Hispanic, and 3% Multi Racial. Additionally, the campus serves 69% economically disadvantaged students, 14% special education students, and our ESL population is at 23%. Attendance rate for the year is at 94.71%. Our instructional staff includes 47 teachers, 15 support staff, and 2 administrators. We have one Instructional Specialists, one Reading Specialists, one Counselor and one Registered Nurse.

Demographics Strengths

We have a full time Instructional Coach and implement the PLC model to support our teachers in the planning process. Our schedule this year with the PLC time allows for flexibility with our students and support staff with a Choice Board type model and self pacing, as well as intervention time built in.

Teacher/student ratio remains at 22 to 1 or lower in every classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are not able to support our bilingual students to fullest potential **Root Cause:** Qualified Spanish support staff

Student Learning

Student Learning Summary

Based on our Beginning of Year screener in Reading, our students are performing below where they should be. There are several factors that we feel could contribute to this data. With our students missing from March to May of last school year, there was missed instruction time and learning. However, we have adjusted our learning for the 2021-2022 school year to continue to work to close learning gaps.

Student Learning Strengths

KES supports all students consistently in Reading, Math and other Core Content areas to support students as they learn and grow. Historically, as we have hired tutors using Title I funds, we have used our Intervention time to support students in a 30 minute intervention time that targeted specific skills that a student was deficient in based on the RtI referral process.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who are meeting standard in order to be successful in the next grade level in writing is an area of concern. **Root Cause:** There is not enough focus on daily writing and small group instruction in the area of writing.

Problem Statement 2: Students who are showing growth in order to be successful in the next grade level in Reading is an area of concern. **Root Cause:** There is not enough focus on daily guided reading and the understanding of moving students through levels of reading on a daily basis.

Problem Statement 3: Students who are showing growth in order to be successful in the next grade level in Math is an area of concern. **Root Cause:** There is not enough focus on daily guided math and the understanding of moving students from one level to another in math on a daily basis.

School Processes & Programs

School Processes & Programs Summary

All teachers and staff at KES are Highly Qualified and new teachers are assigned a mentor teacher and participate in New Teacher Orientation at both the District and Campus levels.

The teaching staff at KES is a balanced group of teachers with varied years of experience. At the campus level, a lot of time is spent reviewing applications and holding interviews to be sure that the best teachers and staff are considered for our campus.

KES teachers are provided with multiple team planning days throughout the school year, offered staff development opportunities in a variety of formats, and are able to participate in vertical and horizontal alignment curriculum planning days throughout the year.

Overall campus T-TESS results show evidence of effective classroom instruction and strong classroom management with all scoring in the Proficient domain or higher.

The KES teaching staff has vertically aligned themselves based on subject area to ensure the TEKS are accurately flowing from one grade level to the next with no gaps or overflow. Each grade level team plans daily through the PLC model to coordinate lessons based on the grade level TEKS and coordinated with the district expectations and the scope and sequence. This will allow for assessments to accurately evaluate the level of mastery and rigor of TEKS at each grade level. Numerous assessments will be utilized to determine our students' needs including MAP, STAAR, Benchmarks and grade level unit assessments. The outcome of these assessments will assist in identifying those students that are at risk, allowing us to appropriately identify and place students in interventions to meet their needs. Our goal is to serve students of all populations based on their individual needs through various interventions.

Our schoolwide approach is to be respectful and responsible, and we use positive behavior supports in every situation possible. KES is a Title campus that serves approximately 605 students with a bilingual program. Additionally, over 70% of our students are eligible for free or reduced meals. KES sends backpacks full of food each Friday to approximately 40 families in conjunction with the Brazos Valley Food Bank, provides Christmas gifts and supports students in need of clothing through our PTO.

School Processes & Programs Strengths

Our attendance focus initiative showed an increase in student attendance and positive feedback from parents.

The implementation of Core Essentials through the morning meeting has shown to be beneficial for discipline and campus culture.

Surveys showed that students, staff and parents feel safe and welcome at KES and that campus procedures and policies are well communicated. KES works under a team approach and a student-centered philosophy. Respect is valued and evident between staff members, staff and parents, and staff and students. Preserving instructional time is a priority, and each grade level sticks to their allotted instructional minutes. Our instructional specialist provide support to the teachers to ensure optimal time for all. The instructional day begins at 7:55.

We use RAZ Kids, Imagine Learning, and Reading Horizons as support for learning and intervention.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With the many processes and programs that we have in place, it is hard to decipher what programs are making the biggest impact on student learning.

Root Cause: A program evaluation is needed .

Perceptions

Perceptions Summary

The culture and climate of Krause Elementary is based on the belief that every student can succeed. The staff is welcoming and positive, and student success is clearly a priority at KES. Parent and student participation and feedback are important. Typically, in the absence of COVID, there is a high attendance and participation rate at all Krause events. Use of School Messenger system, weekly campus and classroom newsletters, and social media ensures that all parents know what is happening at KES. WE have a strong, active, and very supportive PTO Board. They work with the campus and parents to help support our school. The schoolwide use of Core Essentials and our PBIS programs will continue to be promoted and have been well received by KES parents and students.

Students are typically celebrated at an end of year awards program for all students for academics, attendance, and good character. Students are also celebrated on a daily basis for good behavior with punch-cards as they received punches in their cards for good behavior.

KES has strong partnerships with community businesses to support events such a Toys for Tots, Friday backpack club, and our back-to-school supply drive.

Perceptions Strengths

Attendance Incentives are offered to increase daily and montly attendance.

KES provides culture awareness and creative learning opportunities through out Bilingual Program, our Title 1 Schoolwide Program and STEAM.

A parent survey conducted showed that parents feel welcome at school and are encouraged to participate in school activities. Parents feel that there is communication between school and home.

KES provided food for families in coordination with the Brazos Valley Food Bank in Friday backpacks that go home weekly.

KES offers our Bilingual parents the opportunity to participate in our Latino Family Literacy Night which teaches Spanish speaking parents how to best support their ELL's at home in the area of Reading.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While we have a strong community outreach, we still have parents who are not getting communication about what is happening at school. **Root Cause:** The methods of communication we are using are not reaching eveyrone.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data





Goals

Goal 1: BISD will provide a coordinated curriculum that is implemented through effective instructional practices.

Performance Objective 1: Utilizing effective and innovative instructional practices, Krause Elementary will increase the percentage of students approaching standard or greater on the state assessment in Reading by a measure of 80, Math by a measure of 85, and Writing by a measure of 70 in the All Student group and Sub Population Groups.

Evaluation Data Sources: Progress Monitoring
Lesson Plans
NWEA MAP
Data Reviews





Strategy 1 Details	Reviews			
Strategy 1: Provide small group instruction in all content areas Strategy's Expected Result/Impact: Ongoing Staff Responsible for Monitoring: All classroom teachers, Instructional Specialists, Principal, Assistant Principal Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Staff salary - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administer Universal Screener to all students three times a year to ensure growth for every student Strategy's Expected Result/Impact: BOY, MOY, EOY Staff Responsible for Monitoring: Classroom Teachers, Instructional Specialists, Principal Title I Schoolwide Elements: 2.4 Funding Sources: NWEA Map - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Daily team planning with Instructional Specialist during PLC Strategy's Expected Result/Impact: Daily M-F Staff Responsible for Monitoring: Principal, AP, Content & IS Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Staff salary - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continue RTI (Response To Intervention) Teams Strategy's Expected Result/Impact: Support students that are experiencing gaps in achievement and develop a plan for intervention Staff Responsible for Monitoring: Principal, Counselor, AP, RTI committee Title I Schoolwide Elements: 2.4 Funding Sources: Intervention Resources - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: BISD will provide a safe and secure environment throughout the district.

Performance Objective 1: Decrease the total number of referrals and PEIMS reportable incidents through proper implementation of PBIS.





Evaluation Data Sources: Campus wide implementation/usage

Strategy 1 Details	Reviews			
Strategy 1: Contact parents for attendance concerns and positive behavior through phone calls, emails, letters Strategy's Expected Result/Impact: Support parents and students with positive communication, ongoing Staff Responsible for Monitoring: Teachers, Registrar, Principal, AP Title I Schoolwide Elements: 2.4 Funding Sources: Staff salary - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement an Attendance Committee made up of teachers who meet monthly to initiate school wide incentives for good attendance; publicize information; carry out awards Strategy's Expected Result/Impact: Motivate higher attendance, ongoing Staff Responsible for Monitoring: Classroom Teachers Title I Schoolwide Elements: 2.4 Funding Sources: Attendance Incentive awards - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide a Character Education program - Core Essentials. Strategy's Expected Result/Impact: Monthly core values discussed and modeled. Staff Responsible for Monitoring: Counselor, Principal, AP, Teachers Title I Schoolwide Elements: 2.4 Funding Sources: Core Value posters - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Staff will work to create an Emergency Operations Plan that is adaptable and workable to any dangerous situation in order to keep staff and students safe Strategy's Expected Result/Impact: Knowledge of safety plan for campus Staff Responsible for Monitoring: Principal, AP, Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: BISD will promote family and community involvement.

Performance Objective 1: At Krause Elementary, 50% of parents will have participated in school-wide activities by the end of May 2022.





Evaluation Data Sources: Parent Surveys, sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Increase participation in PTO through clear communication, use of social media and the school website Strategy's Expected Result/Impact: Increase involvement of parents in PTO Staff Responsible for Monitoring: Principal, PTO Board Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Foster community relations through publication of school events on social media, in newspaper and local radio shows. Strategy's Expected Result/Impact: Continue to inform parents and community members about what is happening at KES. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct a Parent Survey. Strategy's Expected Result/Impact: Understand needs and wants from our parents Staff Responsible for Monitoring: Principal, AP, Teachers Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Send all communication about upcoming events home to students in both English and Spanish Strategy's Expected Result/Impact: Inform parents and students in their native language so they are aware of what is going on during the school year. Staff Responsible for Monitoring: Teachers, Principal, Translator Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers and parents will discuss and sign a Parent Student Teacher compact Strategy's Expected Result/Impact: Compliance with Title 1 requirement, understand what parent role and responsibilities are, as well as the teacher and student Staff Responsible for Monitoring: Teacher, Principal Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: BISD will attract and retain quality staff.

Performance Objective 1: All teachers and paraprofessionals will be highly effective.





Evaluation Data Sources: Documentation of Highly Qualified status

Strategy 1 Details	Reviews			
Strategy 1: Attend job fairs to recruit appropriately certified staff. Strategy's Expected Result/Impact: Hire highly qualified staff on a yearly basis. Staff Responsible for Monitoring: HR Director, Principal Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide mentors to new teachers Strategy's Expected Result/Impact: Support first year teachers throughout the school year with monthly checklists so that important information is shared by a veteran teacher. Staff Responsible for Monitoring: Principal, Mentor teacher Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: BISD will attract and retain quality staff.

Performance Objective 2: All teachers and staff will attend professional development to help increase student performance.

Evaluation Data Sources: Scheduled professional development and documentation of attendance for PD.

Strategy 1 Details	Reviews			
Strategy 1: Provide effective training to teachers in areas of need as they arise throughout the school year Strategy's Expected Result/Impact: Better understanding for staff of teaching and learning, which translates to enhanced classroom instruction Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Krause Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 3.13

Brief Description of SCE Services and/or Programs

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Personnel for Krause Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brandi Vogl	Educational Aide	0.88
Enedina Escobar	ESL Aide	0.88
Lea Bartay	Teacher Reading Specialist	0.7
Sherry Siemsglusz	SPED/At-Risk	0.5
Thomas Spall	Instr. Specialist	0.17

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lisa Bolcerek	Reading Interventionist		1
Mary Kroll	STEAM Teacher		1
Pam Plagens	Instructional Specialist		1
Stephanie Adams	Instructional Aide		1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	NWEA Map		\$0.00
1	1	4	Intervention Resources		\$0.00
2	1	1	Staff salary		\$0.00
2	1	2	Attendance Incentive awards		\$0.00
2	1	3	Core Value posters		\$0.00
2	1	4			\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff salary		\$0.00
1	1	3	Staff salary		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums