

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

Mission Statement

Campus Mission

The staff at Brenham Elementary believes it is our responsibility to provide all students with a safe, nurturing, and student-centered learning environment. We commit to challenging our students academically while partnering with families to build their character and their ability to make positive life choices. We will do this by providing rigorous, relevant, high-quality instruction in academic and social skills, and working cooperatively with each other, families, and the community to reach our goal of success for all students.

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

We are preparing all students to be lifelong learners, critical thinkers, and collaborative problem-solvers in the 21st Century.

District Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We ended the 2020-21 school year with 610 students, and are projected to have 622 for the 2020-21 school year. We are a public, rural area school serving children in Kindergarten through 4th grade, including a lifeskills classroom. We are a Title One, and bilingual campus through 3rd grade.

Student overall numbers tend to remain constant with a slight shift in demographics. An influx in Hispanic and African American populations have been seen. Our ESL population continues to grow as well. Our mobility rate for 2018-19 was 9.7%

Attendance is 96.3%

Enrollment by ethnicity:

African American - 19.5%

Hispanic 38.5%

White 37.5%

Asian 1.1%

Two or more 3.4%

Economically disadvantaged 61.7%

Special Education 12.5%

English learners 13.8%

Staff Data:

Principal

Assistant Principal

Counselor

Librarian

Instructional specialist

Nurse

3 clerical

36 classroom teachers

3 specials teachers

6 Special Education teachers

14 paraprofessionals

7 Daily support staff

Demographics Strengths

Brenham Elementary has many strengths. Some notable demographic strengths include:

1. Families are moving into the Washington County area for our small community and valued school district. Because our families value education, we have increasing numbers of parents (moms, dads, aunts, uncles grandparents) who are committed to student success.
2. With the increasing diversity among our student population, BES becomes more reflective of society as a whole. We believe we are equipping young learners to collaborate with a variety of people. We find that BES students are very accepting of new students regardless of race.

3. Our attendance rate is constant at 96% or higher.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We've had a large increase in our Limited English Proficient students, indicating need for instructional strategies that go beyond verbal delivery. **Root Cause:** Our state and city are becoming increasingly diverse, and this is reflected in our school.

Problem Statement 2: The percentage of At-Risk learners on our campus has increased by 6% over the past two years. Almost 7 out of every 10 BES students has one or more characteristics affiliated with increased chances of school drop out. We are responsible for mitigating the effects of these characteristics. **Root Cause:** Increasing diversity in our student population results in the need for teaching strategies that go beyond verbal delivery of content. At risk students require additional instructional personnel, strategies, and materials to help them achieve adequate progress.

Problem Statement 3: Our Special Education population has increased in overall numbers. These students are reflected in our accountability ratings, as all students participate in testing. **Root Cause:** In addition to Covid 19, we've also seen a lack of good quality first line instruction with some teachers. Instruction must be delivered in a small group format with fidelity to ensure student progress.

Student Learning

Student Learning Strengths

Establishment of reoccurring PLC meetings and long range planning sessions provided teams with a road map for each six weeks. Grade level data board discussions were held after each benchmark to discuss student progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lack of understanding of the foundations needed for implementing differentiated instruction for small group. **Root Cause:** Lack of alignment and understanding grade level objectives; as well as, taking ownership of data.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Brenham Elementary School is guided by TEKS, pacing documents and the results of formal and informal assessments. We promote 21st century skills including critical thinking, creative thinking, collaboration, communication, problem solving and social contributions.

Weekly grade level PLCs are held with Instructional Coach and the Principal. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Grade levels have common daily planning times. Academic vertical teams meet monthly to ensure alignment.

Student progress is monitored either as prescribed by the intervention or at six week intervals, depending on individual students' needs. The RTI committee meetings are held every six weeks for both behavior and academics and are held during scheduled times. Data from campus assessments are used to identify students that are performing below standard. Report card grades are discussed. Questions are asked about what is being done to meet the needs of struggling students. Are they making progress? What interventions are being used? What parent communication is being conducted?

School Processes & Programs Strengths

The mentoring program on our campus is most effective when a brand new teacher is paired with an experienced teacher. The mentor and mentee have a monthly checklist that go over together.

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed on them by their instructional leaders.
2. RTI is being utilized successfully before students are referred to special education.
3. Our master schedule maximizes instructional time for each grade level.
4. Interruptions are kept to a minimum during the instructional day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some teachers at BES do not fully understand the proper approach to instruction. **Root Cause:** Some staff are new to the subject or grade level.

Perceptions

Perceptions Summary

The staff at Brenham Elementary believes it is our responsibility to provide all students with a safe, nurturing and student-centered learning environment. We commit to challenge our students academically while partnering with families to build their character and their ability to make positive life choices. We will do this by providing rigorous relevant, high-quality instruction in academic and social skills and work cooperatively with each other, families and the community to reach our goal of growth and success for all students. Our motto is Be Nice and Work Hard. Students know this motto and are rewarded when they demonstrate appropriate behaviors representing this motto in all the various areas of our school. Posted matrices remind both students and teachers of expected behaviors. Tangible and intangible reward choices are offered every two weeks.

Perceptions Strengths

Teachers and staff receive training through PBIS on how to ensure that a healthy classroom climate is created and maintained. Campus discipline data shows that PBIS decreased by more than 25% the number of discipline referrals over the past two years. Students at BES feel that our school is a safe place to learn, where teachers respect them so they can achieve academic success.

Our Sunshine committee plans special monthly events to make staff feel appreciated and valued. These events build staff appreciation and morale.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inconsistent communication with families has been reported by our parents, related to both academics and behavioral information about their children

Root Cause: Covid 19 has prevented us from developing a consistent school wide approach to parent communication. Monthly campus newsletters and grade newsletters have been implemented.

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, 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

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: BISD will provide a coordinated curriculum that is implemented through effective instructional practices

Evaluation Data Sources: Progress monitoring

Lesson Plans

Growth on MAP and STAAR





Data reviews

Walkthroughs

RTI Records

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated small group instruction in all core content areas Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: All teachers, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze data with all grade levels after all benchmark and MAP testing with a focus on ensuring student growth. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Principal, AP, IS, all teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Training provided for all teachers in foundational instructional areas. Strategy's Expected Result/Impact: Student Growth Staff Responsible for Monitoring: Principal, AP, IS Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Weekly PLC meetings - teachers and Admin. team Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Principal, AP, IS Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Teachers will post all lesson objectives in an area visible to students at all times. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Teachers, Principal, AP Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Improve RTI (Response to Intervention) process to more effectively make decisions for students based on data. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Principal, AP, Counselor, RTI committee Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Continue Extra Learning Time (ELT) to provide more targeted intervention. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Principal, AP, IS, Teachers, Aides Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Utilize strategies to meet the unique instructional needs of all student groups such as EL, Sp. Ed. and gifted learners. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Principal, AP, IS, Teachers, Aides Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Beginning and Intermediate English Learners will utilize Imagine Learning as a language intervention. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Teachers, IS Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Hands on interactive learning and problem-solving through our BES STEAM Academy Strategy's Expected Result/Impact: Student exposure to Science, Technology, engineering and math concepts. Staff Responsible for Monitoring: STEAM Teacher Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Addition of a Math Interventionist Strategy's Expected Result/Impact: Student growth in Math. Staff Responsible for Monitoring: Math interventionist, Principal Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: All Teachers and Administrators will take part in Reading Academies through TEA. Strategy's Expected Result/Impact: Staff will better be able to teach students to read. Percentage of students able to read will increase. Staff Responsible for Monitoring: Suzanne Maxwell - Instructional Coach Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Implement a research based phonics program in all grade levels. Reading Horizons will be utilized in Kindergarten through 2nd grade. Haggerty will be used in K-4 grade levels. Strategy's Expected Result/Impact: Higher student reading levels. Staff Responsible for Monitoring: Admin., Instructional Coaches Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 1: ADA Attendance for Brenham Elementary students will meet or exceed 97%

Evaluation Data Sources: Attendance Records
 Phone logs
 PBIS Rewards
 Increase attendance rates
 End of Year awards

Strategy 1 Details	Reviews			
Strategy 1: Contact parents for attendance concerns and positive behavior through phone calls, emails and letters Strategy's Expected Result/Impact: 97% Attendance Rate Staff Responsible for Monitoring: Teacher, Registrar, Principal, Assistant Principal, Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will hold meetings and make home visits as needed for students with excessive absences Strategy's Expected Result/Impact: 97% Attendance Rate Staff Responsible for Monitoring: Truancy Officer, Principal, AP, Home Visit Task Force, Registrar Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Certificates will be awarded to students who have perfect attendance for the year Strategy's Expected Result/Impact: 97% attendance rate Staff Responsible for Monitoring: AP, Registrar Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide six weeks incentives to students with perfect attendance Strategy's Expected Result/Impact: 97% attendance rate Staff Responsible for Monitoring: Registrar Title I Schoolwide Elements: 2.5	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 2: By May of 2022, Brenham Elementary staff will implement safety and security measures that create feelings of safety for students and staff while at school as evidenced by 90% or better rating on staff and parent surveys.

Strategy 1 Details	Reviews			
Strategy 1: Provide a Character Education program - Core Essentials Strategy's Expected Result/Impact: Decrease the number of discipline referrals Staff Responsible for Monitoring: Counselor, Principal, AP, Teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide discipline data update to all staff through monthly PBIS and Team Meetings Strategy's Expected Result/Impact: Decrease the number of discipline referrals Staff Responsible for Monitoring: AP Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide Positive Behavior Interventions Strategy's Expected Result/Impact: Decrease the number of discipline referrals Staff Responsible for Monitoring: Principal, AP, classroom teachers Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Collaborate with the District Behavior Specialist as needed for individual students Strategy's Expected Result/Impact: Decrease the number of discipline referrals Staff Responsible for Monitoring: Principal, AP, Special Ed Director, District Behavior Specialist Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement Principals Recognition to acknowledge character, integrity, and leadership (Student of the Week Award) Strategy's Expected Result/Impact: Decrease the number of discipline referrals Staff Responsible for Monitoring: Principal, Secretary, Teachers Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 3: By May of 2022, Brenham Elementary staff will implement safety and security measures that create feelings of safety for students and staff while at school as evidenced by 90% or better rating on staff and parent surveys.

Evaluation Data Sources: Emergency Operations Plan

Monthly safety drills

Staff and student surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: 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</p> <p>Strategy's Expected Result/Impact: Safety and Security for students and staff</p> <p>Staff Responsible for Monitoring: Principal, AP, teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase safety measures such as wearing identification badges, increase presence of School Resource Officers campus, additional security cameras, improved check in procedures and panel access to hallway from office to improve vestibule effectiveness</p> <p>Strategy's Expected Result/Impact: Safety and security for students and staff</p> <p>Staff Responsible for Monitoring: Principal, District Level Staff</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: BISD will promote family and community involvement.

Performance Objective 1: By May 2022, at least 90% of all students parents and/or family members will participate in at least one school sponsored academic activity for/with their child (ren).

Evaluation Data Sources: School records such as sign-in sheets and Raptor logins indicate goals have been met or exceeded.





Strategy 1 Details	Reviews			
Strategy 1: Increase parent participation through clear communication using a variety of mediums such as social media, local radio and newspaper, the school website, and the School Messenger mass notification system. Strategy's Expected Result/Impact: Parent participation Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for parents to gain information about the school and how to help their student through events such as New Student Orientation, Open House, Math and Literacy Night, and Curriculum Night Strategy's Expected Result/Impact: Increase parent involvement and student's academic progress Staff Responsible for Monitoring: Principal, AP, Teachers Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide a reading intervention program for those students who score less than 19% on their MAPS test. Strategy's Expected Result/Impact: Student Growth Staff Responsible for Monitoring: Reading Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide student programs such as Black History Month, Veteran's Day, and Holiday Programs. Strategy's Expected Result/Impact: Parental Engagement Staff Responsible for Monitoring: PE/Music Teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide a STEM Night for all students. Strategy's Expected Result/Impact: Hands on learning for students and parents in an educational environment. Staff Responsible for Monitoring: Principal, AP, STEAM Teachers, CSI Department Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Send all communication about upcoming events home to students in both English and Spanish. Strategy's Expected Result/Impact: More parent participation for all ethnic groups. Staff Responsible for Monitoring: Principal, Secretary Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers and parents will discuss and sign a Parent Student Teacher Compact. Strategy's Expected Result/Impact: Unified expectations for all participants. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4, 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: New students will be provided with a Welcome Letter or Email including information about our school, PTO, and volunteer opportunities. Strategy's Expected Result/Impact: New students feel welcome in their new learning environment. Staff Responsible for Monitoring: Principal, Registrar Title I Schoolwide Elements: 2.4, 3.2	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 4: BISD will attract and retain quality staff.

Performance Objective 1: At Brenham Elementary 100% of core academic classes will be taught by appropriately certified teachers





Evaluation Data Sources: Personnel/Application Files

Strategy 1 Details	Reviews			
Strategy 1: Attend job fairs to recruit appropriately certified staff Strategy's Expected Result/Impact: 100% appropriately certified teachers Staff Responsible for Monitoring: HR Director , Principal Title I Schoolwide Elements: 2.4 Funding Sources: - 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 4: BISSD will attract and retain quality staff.

Performance Objective 2: At Brenham Elementary, staff will have access to high quality staff development opportunities to increase their ability to impact student achievement

Evaluation Data Sources: Surveys
 STAAR results
 AESOP reports
 Staff monthly attendance recognition

Strategy 1 Details	Reviews			
Strategy 1: Provide mentors to new staff and opportunity to meet monthly Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4 Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training to staff to increase skill set in first line instruction and in differentiated small groups. Trainings will include instruction on ways to address unique student needs, and utilization of instructional materials Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal, AP, Instructional Technologist Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Training - 262 Title II, Part D	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement staff incentives to acknowledge and encourage attendance, innovative teaching, strategies to increase student achievement, participation in staff development Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Administrative team Title I Schoolwide Elements: 2.4 Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide monthly treats to staff to increase morale and acknowledge their efforts and dedication Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4 Funding Sources: - 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>				

State Compensatory

Budget for Brenham Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 439.5

Brief Description of SCE Services and/or Programs

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Personnel for Brenham Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jaimi Reimer	Paraprofessional	NaN
Jazmin Garcia Martinez	Paraprofessional	NaN
Jennifer Prazak	Inclusion	NaN
Lorena Schroeder	Paraprofessional	NaN
Princess Orocio	Paraprofessional	NaN
Rachel Cangelosi	Dyslexia	NaN
Tom Spall	Technology	NaN

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Throughout the spring and summer, the Admin. Team, CEIC members, Team Leaders review campus data including STAAR, TELPAS, MAP scores, Benchmark assessments, Education Galaxy, Imagine Learning results, report cards, behavior data, and attendance data.

After reviewing all data each section of the CNA is created which include a summary, strength and needs area. Root causes are determined for each need identified.

Our CEIC team and leadership brainstorm ideas for performance objectives and strategies to meet campus goals. This team is made up of parents, teachers, business and community members, and administrators.

Our campus plan is submitted to the school board. Ideas for revision are sent directly to the principal. The plan is posted on our campus website.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

During CEIC meetings sections of the CIP are explained, and input is sought as to revisions and suggestions. Agenda, minutes and sign in sheets are kept for all meetings. The CIP is also available in spanish and english in our front office.

2.2: Regular monitoring and revision

CEIC members have a personal copy of the Campus Improvement Plan, and we review the CIP at each meeting, noting progress toward meeting performance objectives and overall goals. Throughout the year, surveys and formative data are collected. Admin. completes formative reviews of all strategies on a quarterly basis and in a summative review.

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

The campus Improvement Plan is palced on the campus website and a hard copy is available in our front office.

2.4: Opportunities for all children to meet State standards

All Brenham Elementary students are in classrooms with certified teachers, and highly qualified paraprofessionals. High quality instruction is provided to the maximum extent possible, with few interruptions. Daily interventions are built into the master schedule. Students struggling academically are provided

academic support through additional small group instruction. Before and after school tutorials are also offered. RTI meetings are held every six weeks for those students failing. This committee discusses additional ideas of support to offer students.

Professional development is provided staff meetings, weekly planning, and various region trainings.

2.5: Increased learning time and well-rounded education

Our master schedule is designed to maximize uninterrupted learning time for students in all grade levels. As we place specials, lunch, recess and ELT on the schedule, we aim for the largest instructional blocks possible. We offer intervention time for each grade level on a daily basis, so that students who are struggling or who have mastered the curriculum, receive appropriately leveled instruction. Beyond academics, we provide daily morning meetings for all students, so that social-emotional skill may be grown. We utilize campus-wide PBIS, helping students further develop appropriate social skills. Character education is provided through Core Essentials.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Brown	Paraprofessional	Title I	1
Lenora Bliznak	Paraprofessional	Title 1	1
Sara Gresham	STEAM Teacher	Title 1	1
Shannon Altman	Reading Interventionist	Title 1	1
Suzanne Maxwell	Instructional Specialist	Title 1	1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	2	1			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
262 Title II, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Training		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums