

Irving Independent School District
Brandenburg Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Brandenburg Elementary Cougars is to ensure each student develops into a well-rounded citizen reaching academic and social success.

Vision

Brandenburg Elementary will empower critical thinkers through exploration and collaboration to become innovative leaders in a global society.

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Comprehensive Needs Assessment

Revised/Approved: September 12, 2018

Demographics

Demographics Summary

Brandenburg continues to work with a parent liaison to involve and educate parents. Brandenburg also has an active PTO and provides multiple family nights for involvement.

Demographics Strengths

Brandenburg keeps parents well informed through the use of our electronic marquee, School Messenger, text messages, emails, newsletters, and phone calls. We have several programs and family nights planned throughout the year. Special needs families are supported individually on a case-by-case basis.

Student Academic Achievement

Student Academic Achievement Summary

STAAR Performance Data:

	Mathematics				Reading/ELA				Summarized Results			
	Total Students	Meets GL	dom i	progress	Total Students	Meets GL	dom i	progress	Total Students	Meets GL	dom i	progress
Brandenburg	413	45.52%	49%	67.28%	412	34.71%	41%	69.85%	414	38.07%	43%	68.55%
Economic Disadvantage	327	41.59%	47%	66.19%	326	30.67%	37%	69.71%	328	33.83%	40%	67.93%
American Indian/Alaskan Native	5	20%	33%	75.00%	5	20%	27%	25.00%	5	21.43%	31%	50.00%
Asian	4	75%	75%	50.00%	4	75%	75%	100.00%	4	60%	67%	75.00%
Black/African American	27	40.74%	49%	73.68%	27	33.33%	38%	63.16%	27	37.33%	42%	68.42%
Hispanic	331	45.62%	49%	67.13%	330	33.94%	40%	70.53%	332	37.67%	43%	68.81%
Two or More Races	3	33.33%	33%	0.00%	3	0%	33%	0.00%	3	14.29%	29%	0.00%
White	43	48.84%	52%	66.67%	43	41.86%	48%	75.86%	43	43.10%	49%	71.18%
Female	204	47.55%	51%	73.28%	203	39.90%	47%	73.43%	204	41.37%	47%	73.36%
Male	209	43.54%	47%	61.60%	209	29.67%	35%	66.42%	210	34.88%	39%	63.97%
First Year of Monitoring	43	72.09%	70%	52.94%	43	55.81%	59%	76.47%	43	60.83%	61%	64.71%
LEP	175	31.43%	38%	70.53%	175	12.57%	23%	66.29%	175	19.28%	28%	68.48%
Second Year of Monitoring	16	93.75%	83%	68.75%	16	87.50%	81%	62.50%	16	81.25%	75%	65.62%
Special Ed Indicator	31	9.68%	27%	70.00%	31	19.35%	29%	70.00%	31	13.41%	26%	70.00%

Distinctions: Academic Achievement in Science

Student Academic Achievement Strengths

67% of our 413 students made progress in Mathematics

69% of our 412 students made progress in Reading

Brandenburg received a distinction in Science.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Teachers have to be more specific and intentional with their data analysis and re-teach. **Root Cause:** Teachers do not have a clear understanding of how to organize and identify their re-teach areas.

School Processes & Programs

School Processes & Programs Summary

At Brandenburg ES we will work to develop reading comprehension and fluency across the curriculum for all students. We will use the guided reading framework (with specific pacing suggestions) and the MAP reading continuum to guide reteaching and data talks.

School Processes & Programs Strengths

We will conduct administrative focus walkthroughs during RTI/Guided reading time, assign specialists to conduct documented (in admin created tracker) specific weekly observations and feedback to teachers who are new to any area of teaching, and finally conduct data meetings with core instructional team and teachers using the data driven instructional framework. Staff meetings have been repurposed to align with intentional intervention practices for reading. Professional Development assigned, given, or requested will also align with reading comprehension and fluency.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers who are intentional about intervention practices will close achievement gaps during response to intervention **Root Cause:** There are misconceptions of reteach and response to intervention time

Perceptions

Perceptions Summary

Our mission is to sustain a positive, engaging learning environment for every child, every day, whatever it takes!

Brandenburg Elementary will empower critical thinkers through exploration and collaboration to become innovative leaders in a global society.

Perceptions Strengths

Brandenburg staff indicates a positive school climate and culture through the responses in the school climate survey.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Communications data

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: Improve community and parental supports of each school campus by increasing Parent Volunteer hours by 10 %.

Evaluation Data Source(s) 1: Volunteer Hours Log.

Summative Evaluation 1: Some progress made toward meeting Performance Objective



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Actively recruit parent volunteers and encourage their involvement in as many school activities as possible.		Administrators, Parent Liaison	volunteer hours, volunteer numbers				
2) Hire Title I parent liaison and train him/her in ways to support parents and students, including trainings such as effective parenting and effective communication.		Administrators	volunteer hours, volunteer numbers				
Funding Sources: 211 - Title I-A - 28000.00							
3) Train parent liaison in family literacy techniques to extend literacy from school to home.		Administrators	completed training				
4) Supply parent center with a variety of work tools to support classroom instruction.		Administrators	volunteer hours				
Funding Sources: 211 - Title I-A - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: 100% of students will increase their reading comprehension through a well established balanced literacy program by participating in specific guided reading lessons daily.

Evaluation Data Source(s) 2: DRA/EDL checks in the BOY, MOY, EOY, running records, Independent reading inventories

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will use programs such as "Steps to Literacy" as part of a well established balanced literacy program.	2.4, 2.5, 2.6	Administrators, instructional coaches	Students will meet growth measure in guided reading for DRA/EDL in K-2 or by MAP scores in 3-5.				
							

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: 100% of Brandenburg students will improve comprehension and fluency by focusing on guided reading components of the Campus guided reading framework template

Evaluation Data Source(s) 3: We will conduct administrative focus walkthroughs during RTI/Guided reading time, assign specialists to conduct documented (in admin created tracker) specific weekly observations and feedback to teachers who are new to any area of teaching, and finally conduct data meetings with core instructional team and teachers using the data driven instructional framework. Staff meetings have been repurposed to align with intentional intervention practices for reading. Professional Development assigned, given, or requested will also align with reading comprehension and fluency.




Summative Evaluation 3:












Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: All students will increase their math problem solving skills through programs that establish strong numeracy skills and problem solving.

Evaluation Data Source(s) 4: Students will meet growth standard in MAP

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue implementation of intervention programs during and after school, including school wide tutoring, to provide focused, small group reading, writing, math and science instruction to targeted at-risk students, including special education and ELL students	2.4, 2.5, 2.6	administrators, academic specialist, intervention teachers, classroom teachers	CPAA, MAP, TELPAS, and STAAR end of year data				
2) Continue to provide on going staff development to establish a strong inclusion program (co-teaching) to support special education students in the general education classroom.	2.4, 2.5, 2.6	Title I academic specialist, special education lead teacher	Increase in achievement data on CPAA, MAP, TELPAS, and STAAR for identified special education students				
3) Provide during the day and afterschool STAAR tutoring and practice for 3rd-5th grade students with existing personnel as well as part time teachers.		Administrators					
Funding Sources: 211 - Title I-A - 0.00							

4) Provide PLC time during the instructional day for team planning, professional development, and examining data.		Administrators, Academic Specialist	Scheduled meetings				
5) Hire part time intervention teacher.		Administrators	Improved student performance as measured by STAAR and/or MAP data.				
6) Implement PLC philosophy with fidelity by ensuring all administrators and school leaders are trained in the PLC framework by attending professional development for PLCs.		Administrator	Leadership throughout the school will be stronger and the PLC will be implemented with higher fidelity.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.

Performance Objective 1: Brandenburg will reduce teacher turnover by 5% by collaborating with teachers through Students Success Plan meetings scheduled 3 times per year.

Evaluation Data Source(s) 1: Teacher turnover data.






Summative Evaluation 1:

Goal 3: Irving ISD will provide a safe and nurturing learning environment.

Performance Objective 1: Implement district provided anti-bullying programs with the goal of decreasing discipline referrals district-wide by 10%.

Evaluation Data Source(s) 1: Numbers of student referral and bullying reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will participate in "freedom from bullying" lessons throughout the school year during the following months: October (bullying awareness month), January, and May.		Administrators, Counselors	Reduction of bullying incidents				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Irving ISD will provide a safe and nurturing learning environment.

Performance Objective 2: Ensure positive and interactive learning environments to support success for all students.

Evaluation Data Source(s) 2: Students will show a 10 % increase on the Gallup student poll.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Drug and Alcohol Awareness presentations with school resource officer for 4th and 5th grade students.		Administrators	Prevent drug and alcohol experimentation and/or use				
2) Conduct Drug and Alcohol awareness meetings for parents.		Administrators, Parent Liaison	Inform parents regarding drug and alcohol use in children to prevent usage by children.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Planning and decision making for the best educational program for all students drive the efforts of the Brandenburg Elementary Professional Learning Community. By focusing on the four questions of the PLC the staff engages in a model of continuous improvement. 1)What do you expect student to learn as a result of the work?; 2) How will you know if they are learning and what is your evidence?; 3)What will you do if they don't learn?; 4)What will you do if they do learn?

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

As part of the PLC process, teachers write common assessments to track mastery of critical performance standards. The assessment data is used to determine standard by standard and student by student which students need reteach and which students need enrichment. Grade level time is devoted to reteach and enrichment. PLC's meet every other week for 50 minutes to discuss data and learn from the results.

2.2: Regular monitoring and revision

Administration and instructional team will monitor progress.

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

Parents and community members may request a copy of the Campus Improvement Plan in the office.

2.4: Opportunities for all children to meet State standards

Students will have the opportunity to meet State standards by using individual data trackers to target Standards they have not mastered. Students will use the data tracker and Education Galaxy to target Standards they have not mastered.

2.5: Increased learning time and well-rounded education

Teachers will be able to increase learning time and provide a well rounded education by following the district curriculum, using data to plan targeted interventions and enrichment activities based on student need. Teachers will be trained on how to use resources such as MAP data and Education Galaxy to create and impliment targeted interventions and enrichment.

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

We will address the needs of at risk students by holding Student Success Plan meetings six times per year in order to identify which programs or interventions will ensure students are successful in mastering the State Standards. Teachers will also use student data to reflect on their instructional practice and collaborate with each other during Collaborative Team Time to improve their instruction every two weeks.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent Center Liaison will collaborate with parent volunteers, teachers and administration to create a Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings include:

- PTO monthly meetings.
- CIC meetings three times per year.
- PTO events such as the "Color Run" and the Fall Carnival

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Armendariz	K-2 Academic Specialist		1
Erika Ortiz	k-5 Math Interventionist		1
Jessica Arce	Parent and family engagement Liaison		1
Terri Young	Part time Tutor		.5

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title I Parent Liaison		\$27,000.00
1	1	2	Training, conference fees		\$1,000.00
1	1	4	poster maker		\$0.00
1	4	3	part time teacher(s)		\$0.00
Sub-Total					\$28,000.00
Grand Total					\$28,000.00