

Irving Independent School District
Brandenburg Elementary School
Campus Improvement Plan
2020-2021



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

Demographics

Demographics Summary

Brandenburg has 854 students total in prekindergarten to fifth grade. At Brandenburg Elementary about 75% of the students are economically disadvantaged. Brandenburg offers a two way dual language program including Spanish Learners and English Learners. The school is comprised of 46% English Learners, 80% Hispanic students, 1% American/Indian/Alaskan, 2% Asian, 6 % Black, and 13% White.

Demographics Strengths

Brandenburg demographic diversity has continued to be a strength for our campus and community. Brandenburg is also one of four dual language schools in Irving ISD. The dual language program draws families to our community because of the importance that is placed on giving students an opportunity to become biliterate. Teachers also come from varying educational, linguistic, and cultural backgrounds.

Student Learning

Student Learning Summary

Brandenburg Elementary achieved an "A" rating from TEA. In Domain I for student achievement, Brandenburg received a "C", Student Progress an "A" in Domain II, and a composite score of an A in Domain III. Additionally, the campus was awarded five distinction: Math, Science, Academic Growth, Closing the Gap, and Post Secondary readiness. Brandenburg has 99 White students that comprise of the sub-population of White and this sub-population is a Targeted Improvement group for reading.

Student Learning Strengths

Distinctions: Science, Math, Closing the Gap, Academic Growth Post Secondary Readiness

Problem Statements Identifying Student Learning 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.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Goals

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






Performance Objective 1: 100% of Brandenburg students will improve comprehension and fluency by focusing on guided reading components of the Campus guided reading framework template

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: We will conduct administrative focus walkthroughs during RTI/Guided reading time, and Tier I instruction (in person and virtual), 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: Significant progress made toward meeting Objective

| <p>Strategy 1: Teachers will participate in purposeful plannings to develop strong Tier 1 lessons in reading for each six weeks.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their knowledge of Tier I instruction and the planning process. Students will improve in their reading as a direct result of good Tier I instruction.</p> <p>Staff Responsible for Monitoring: admin, instructional team</p> <p>ESF Levels: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> | Reviews | | | |
|---|-----------|-----|-----|--|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | |  |
|  No Progress  Accomplished  Continue/Modify  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 and receiving strong Tier I reading lessons (virtual and in person).

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: DRA/EDL checks in the BOY, MOY, EOY, running records, Independent reading inventories

Summative Evaluation: Significant progress made toward meeting Objective

| | | | | |
|---|------------------|-----|-----|---|
| <p>Strategy 1: Students will use programs such as "Steps to Literacy" as part of a well established balanced literacy program. Strategy's Expected Result/Impact: Students will meet growth measure in guided reading for DRA/EDL in K-2 or by MAP scores in 3-5. Staff Responsible for Monitoring: Administrators, instructional coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June  |
| <p>Strategy 2: 100% Teachers develop strong response to intervention plans using a campus guided reading framework Strategy's Expected Result/Impact: Students will meet their reading MAP goals and EDL/DRA reading goals Staff Responsible for Monitoring: admin, instructional team ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |



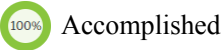
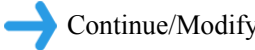

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: All students will increase their math problem solving skills through programs that establish strong numeracy skills and problem solving.

Evaluation Data Sources: Students will meet growth standard in MAP

Summative Evaluation: Significant progress made toward meeting Objective

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|--|------------------|------------|------------|------------------|
| <p>Strategy 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</p> <p>Strategy's Expected Result/Impact: CPAA, MAP, TELPAS, and STAAR end of year and data progress monitoring through BOY, MOY, and EOY data talks.</p> <p>Staff Responsible for Monitoring: administrators, academic specialist, intervention teachers, classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in achievement data on CPAA, MAP, TELPAS, and STAAR for identified special education students</p> <p>Staff Responsible for Monitoring: Title I academic specialist, special education lead teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students will improve their performance on essential standards as discussed through data talks and SSPs.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: part time teacher(s) - 211 - Title I-A</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Strategy 4: Provide PLC time during the instructional day for team planning, professional development, and examining data.</p> <p>Strategy's Expected Result/Impact: Scheduled meetings</p> <p>Staff Responsible for Monitoring: Administrators, Academic Specialist</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |






| | | | | |
|--|------------------|-----|-----|---|
| <p>Strategy 5: Implement PLC philosophy with fidelity by ensuring all administrators and school leaders are trained in the PLC framework by attending professional development for PLCs.</p> <p>Strategy's Expected Result/Impact: Leadership throughout the school will be stronger and the PLC will be implemented with higher fidelity.</p> <p>Staff Responsible for Monitoring: Administrator</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June  |
|     | | | | |

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

Performance Objective 4: 100% of GT students will obtain a masters score on STAAR.

Evaluation Data Sources: Students will receive GT curriculum extension activities to assist them in extending their learning beyond their grade level mastery.

Summative Evaluation: Some progress made toward meeting Objective









| | | | | |
|---|--|---|---|------------------|
| Strategy 1: Teachers use curriculum extensions to extend grade level mastery. Strategy's Expected Result/Impact: Students attain mastery scores on assessments. Staff Responsible for Monitoring: MAP scores, intervention plans | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | |  | |
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue | |

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

Performance Objective 5: Improve community and parental supports through virtual and in person mediums and increase parent involvement by 10% as measured by the volunteer hours log.

Evaluation Data Sources: Volunteer Hours Log

Summative Evaluation: Some progress made toward meeting Objective






| | | | | |
|---|------------------|-----|-----|---|
| Strategy 1: Actively recruit parent volunteers and encourage their involvement in as many school activities as possible. Strategy's Expected Result/Impact: volunteer hours, volunteer numbers Staff Responsible for Monitoring: Administrators, Parent Liaison | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June  |
| Strategy 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. Strategy's Expected Result/Impact: volunteer hours, volunteer numbers Staff Responsible for Monitoring: Administrators Funding Sources: Title I Parent Liaison - 211 - Title I-A - \$27,000, Training, conference fees - 211 - Title I-A - \$1,000 | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June  |
| Strategy 3: Train parent liaison in family literacy techniques to extend literacy from school to home. Strategy's Expected Result/Impact: completed training Staff Responsible for Monitoring: Administrators | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June  |
| Strategy 4: Supply parent center with a variety of work tools to support classroom instruction. Strategy's Expected Result/Impact: volunteer hours Staff Responsible for Monitoring: Administrators Funding Sources: poster maker - 211 - Title I-A | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June  |
|  No Progress  Accomplished  Continue/Modify  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 Sources: Teacher turnover data, SEL activities in staff meetings

Summative Evaluation: Some progress made toward meeting Objective






| | | | | |
|---|------------------|------------|------------|---|
| <p>Strategy 1: Teachers will give administrators feedback in monthly faculty meetings regarding their concerns.</p> <p>Strategy's Expected Result/Impact: Administration will respond to feedback within 24 hours to address concerns with teachers to result in positive morale culture and lower turnover.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

Performance Objective 2: Brandenburg will build teacher capacity through an instructional coaching protocol that involves weekly observation and feedback.

Evaluation Data Sources: Leverage leadership instructional coaching tracker.

Summative Evaluation: Some progress made toward meeting Objective





| <p>Strategy 1: Brandenburg teachers will be coached using the observation and feedback lever of Leverage leadership 2.0.</p> <p>Strategy's Expected Result/Impact: Instruction will be directly impacted as teachers receive weekly bite sized goals in the areas of reading and math.</p> <p>Staff Responsible for Monitoring: Instructional team (librarian, counselors, AS, interventionists), APs, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> | Reviews | | | |
|---|--|---|---|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | |  | |
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue | |

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

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

Evaluation Data Sources: Numbers of student referral and bullying reports.

Summative Evaluation: None





| | | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: 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. Strategy's Expected Result/Impact: Reduction of bullying incidents Staff Responsible for Monitoring: Administrators, Counselors | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

Performance Objective 2: Increase 10% on the Gallup student poll by positive and interactive learning environments to support success for all students.

Evaluation Data Sources: Students will show a 10 % increase on the Gallup student poll

Summative Evaluation: None

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

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

Performance Objective 3: Implement district provided SEL activities with the goal of decreasing discipline referrals campus wide by 10%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: None

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 weekly through instructional coaching and each six weeks through a progress monitoring data sheet and SSP meetings.

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 or access it online. Translation of the campus improvement plan is available in the spanish language 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. All students are addressed on P. 6 in the CIP.

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. Methods and Instructional strategies are addressed on p. 6 of the CIP.

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 in English/Spanish that will be readily available in the office and parent center.

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 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 | 3 | 3 | part time teacher(s) | | \$0.00 |
| 1 | 5 | 2 | Title I Parent Liaison | | \$27,000.00 |
| 1 | 5 | 2 | Training, conference fees | | \$1,000.00 |
| 1 | 5 | 4 | poster maker | | \$0.00 |
| Sub-Total | | | | | \$28,000.00 |
| Grand Total | | | | | \$28,000.00 |

Addendums