

**Irving Independent School District
Brandenburg Elementary School
2022-2023 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.

Collective Commitments: To achieve the vision, we describe in our vision statement, our staff will adhere to the following collective commitments.

1. We will provide a welcoming and safe environment for students, parents, staff. Additionally, we will celebrate the cultural diversity of our student body and community.
2. We will model life-long learning by taking advantage of professional development opportunities and having a growth mindset.
3. We will provide a challenging, rigorous, and developmentally appropriate curriculum that addresses individual student needs, is focused on academic growth.
4. We will use assessment information not only to monitor student growth but also to guide our instruction and to inform parents and students of progress.
5. We will support each other as contributing members of a collaborative team.
6. We will work together to achieve our SMART goals.
7. We will encourage the parents to understand that education is an active partnership between the school and its community by providing resources and strategies to help students succeed.

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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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 43% of white students met the federal target score of 60% meets. **Root Cause:** Educators of record lack a strong foundation in differentiation and need more support with strategies.

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 distinctions: 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 (Prioritized): 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. We are also committed to the PLC (professional learning community) mission, vision, and collective commitments outlined by the staff.

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 (Prioritized): 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication of campus programs and events is not reaching the target audience in the community. Less than 30% of stakeholders are part of our social media platforms. **Root Cause:** School staff has not effectively leveraged the communication options to ensure that over 80% of families are informed about events when appropriate.

Priority Problem Statements

Problem Statement 1: 43% of white students met the federal target score of 60% meets.

Root Cause 1: Educators of record lack a strong foundation in differentiation and need more support with strategies.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers have to be more specific and intentional with their data analysis and re-teach.

Root Cause 2: Teachers do not have a clear understanding of how to organize and identify their re-teach areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers who are intentional about intervention practices will close achievement gaps during response to intervention

Root Cause 3: There are misconceptions of reteach and response to intervention time

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Communication of campus programs and events is not reaching the target audience in the community. Less than 30% of stakeholders are part of our social media platforms.

Root Cause 4: School staff has not effectively leveraged the communication options to ensure that over 80% of families are informed about events when appropriate.

Problem Statement 4 Areas: Perceptions

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 Reading and math goals for PreK-3
- HB3 CCMR goals

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications data

Goals





Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 1: Increase the percentage of PK students who are Proficient on all 5 (English/Spanish combined) Circle indicators by at least 10% by May 2022. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social-Emotional, Early Writing skills)

High Priority

HB3 Goal

Evaluation Data Sources: Circle data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small group instruction with students daily using a pre-emergent/emergent reading model.</p> <p>Strategy's Expected Result/Impact: Students will increase English/Spanish proficiency by practicing their reading skills daily in pre-k guided reading groups with the teacher.</p> <p>Staff Responsible for Monitoring: Academic specialists, interventionists, Administration, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	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 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 2: Increase the percentage of PK students who are Proficient in Phonological Awareness in the Circle assessment (English/Spanish combined) from 71% to 81% by May 2022.

High Priority

HB3 Goal

Evaluation Data Sources: Circle data

Strategy 1 Details	Reviews			
<p>Strategy 1: Use CIRCLE Progress Monitoring to support and help our PK teachers to quickly assess and focus on lessons that target their students' phonological skills.</p> <p>Strategy's Expected Result/Impact: Phonological awareness will increase due to focus/targeted interventions and lessons.</p> <p>Staff Responsible for Monitoring: PK teachers, paraprofessionals, and CIRCLE assessment lead.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will follow the district's state-standard aligned Pre-k curriculum for Tier I instruction</p> <p>Strategy's Expected Result/Impact: Students will increase phonological awareness,</p> <p>Staff Responsible for Monitoring: academic specialists, admin, teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	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 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.





Performance Objective 3: *Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 61% to 81% by May 2022.

*Increase the percentage of White students from 66% to 86% by May 2022."

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct guided reading lessons in small groups (4-5) with students atleast 30 minutes daily</p> <p>Strategy's Expected Result/Impact: increase in reading fluency and comprehension</p> <p>Staff Responsible for Monitoring: academic specialist, interventionist, administration, teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Fountas & Pinnell - 211 - Title I-A - \$7,000, Title instructional paraprofessional - 211 - Title I-A - \$25,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Deliver effective reading (Tier I) instruction by addressing all components of the reading block daily</p> <p>Strategy's Expected Result/Impact: increased reading levels and comprehension, increased MAP scores</p> <p>Staff Responsible for Monitoring: Academic specialists, interventionists, admin, teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 43% of white students met the federal target score of 60% meets. Root Cause: Educators of record lack a strong foundation in differentiation and need more support with strategies.
Student Learning
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
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

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 4: The percentage of Kindergarten students "on track" by mClass will increase from 39% to 59% by June 2022





The percentage of First grade students "on track" by mClass will increase from 76% to 86% by June 2022

The percentage of 2nd grade students "on track" by mClass will increase from 55% to 75% by June 2022

High Priority

HB3 Goal

Evaluation Data Sources: mClass

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize mCLASS data to make effective, research-based lessons for every student. The blended instruction will help teachers make effective, research-based instruction a reality for every student in your class.</p> <p>Strategy's Expected Result/Impact: Personalized instruction paths will close instructional gaps that will increase the percentage of students who meet or exceed expectations.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, inclusion paraprofessionals, and mClass coordintors.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.





Performance Objective 1: *Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 45% to 65% by May 2022.

*Increase the percentage of White students from 43% to 63% by May 2022."

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct guided math groups that include goal setting with each student at least 3 times a week</p> <p>Strategy's Expected Result/Impact: increased math MAP scores and increased Math growth, increased scores on DCAs and math performance</p> <p>Staff Responsible for Monitoring: admin, teachers, specialists</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 2: "Performance Objective 2:





*Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 73% to 86% by May 2022.

*Increase the percentage of White students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 68% to 88% by May 2022."

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct guided math groups that include goal setting with each student at least 3 times a week</p> <p>Strategy's Expected Result/Impact: increased math MAP scores and increased Math growth, increased scores on DCAs and math performance</p> <p>Staff Responsible for Monitoring: admin, specialists, teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 37% to 57% by May 2022. Increase the percentage of White students from 54% to 74% by May 2022."

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results, District common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Use common formative assessments data, DCA's, 2021 STAAR data, and MAP data to develop and implement learning paths/interventions to meet student needs.</p> <p>Strategy's Expected Result/Impact: Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR.</p> <p>Staff Responsible for Monitoring: Interventionists, academic specialists, inclusion paraprofessionals, and classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 30% to 50% by May 2022. Increase the percentage of White students from 27% to 47% by May 2022."

High Priority

Evaluation Data Sources: STAAR results, District common assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Use common formative assessments data, DCA's, 2021 STAAR data, and MAP data of our marginal group to develop and implement learning paths/interventions to meet student needs. Block off allotted time during instructional leadership meetings and data talks to discuss and track the progress of our marginal group.</p> <p>Strategy's Expected Result/Impact: Percentages during the benchmark should increase and set us on course to meeting our percentage goal increase for STAAR for our marginal group.</p> <p>Staff Responsible for Monitoring: Instructional leadership team, interventionists, academic specialists, inclusion paraprofessionals, and classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving

Performance Objective 1: The parent and family engagement coordinator for the campus will increase parent involvement by 10%.

Evaluation Data Sources: volunteer hour logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide various classes for parents at least twice per month (ie: ESL, Computer, book study, class expectations, etc).</p> <p>Strategy's Expected Result/Impact: Increase parent participation by 10%</p> <p>Staff Responsible for Monitoring: parent liaison and counselor</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent center resources - 211 - Title I-A - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Communication of campus programs and events is not reaching the target audience in the community. Less than 30% of stakeholders are part of our social media platforms. Root Cause: School staff has not effectively leveraged the communication options to ensure that over 80% of families are informed about events when appropriate.</p>

Goal 5: In Irving ISD, we will provide state of the art facilities that rethink the present design of education for all students.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will conduct small group instruction with students daily using a pre-emergent/emergent reading model.
1	2	2	Teachers will follow the district's state-standard aligned Pre-k curriculum for Tier I instruction
1	3	1	Teachers will conduct guided reading lessons in small groups (4-5) with students at least 30 minutes daily
1	3	2	Deliver effective reading (Tier I) instruction by addressing all components of the reading block daily
2	2	1	Teachers will conduct guided math groups that include goal setting with each student at least 3 times a week

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will conduct small group instruction with students daily using a pre-emergent/emergent reading model.
1	2	2	Teachers will follow the district's state-standard aligned Pre-k curriculum for Tier I instruction
1	3	1	Teachers will conduct guided reading lessons in small groups (4-5) with students at least 30 minutes daily
1	3	2	Deliver effective reading (Tier I) instruction by addressing all components of the reading block daily
2	2	1	Teachers will conduct guided math groups that include goal setting with each student at least 3 times a week

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Teachers will follow the district's state-standard aligned Pre-k curriculum for Tier I instruction
1	3	2	Deliver effective reading (Tier I) instruction by addressing all components of the reading block daily
2	2	1	Teachers will conduct guided math groups that include goal setting with each student at least 3 times a week

State Compensatory

Budget for Brandenburg Elementary School

Total SCE Funds: \$36,700.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

An instructional paraprofessional is funded through SCE and she helps push in for classroom instruction

Personnel for Brandenburg Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Berta Ortega	Instructional Para	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Armendariz	K-2 Academic Specialist		1
Michelle Acebes	General Aide	Instructional	1
Soledad Guerrero	Parent and family engagement Liaison		1
Wendy Diaz	k-5 Math Interventionist		1

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Fountas & Pinnell		\$7,000.00
1	3	1	Title instructional paraprofessional		\$25,000.00
4	1	1	Parent center resources		\$3,500.00
Sub-Total					\$35,500.00