

Fort Bend Independent School District
Blue Ridge-Briargate Elementary
2024-2025 Comprehensive Needs Assessment

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Comprehensive Needs Assessment

Demographics

Demographics Summary

With the first year of consolidation underway and completed the following is the demographic information of the consolidated schools:

Demographic Data for both campuses at a glance:

Blue Ridge Briargate EL					
School Population	Count	Percent	Title I Part A		
Student Total	567	100%	Schoolwide Program	565	99.7%
Early Education Grade	1	0.2%	Student Indicators	Count	Percent
Kindergarten Grade	74	13.1%	At-Risk	201	35.5%
1st Grade	74	13.1%	Foster Care	9	1.6%
2nd Grade	87	15.3%	IEP Continuer	0	0.0%
3rd Grade	104	18.3%	Immigrant	0	0.0%
4th Grade	114	20.1%	Intervention Indicator	52	9.2%
5th Grade	113	19.9%	Migrant	0	0.0%
Student Demographics	Count	Percent	Military Connected	12	2.1%
Gender			Transfer In Students	0	0.0%
Female	292	51.5%	Unschooling Asylee/Refugee	0	0.0%
Male	275	48.5%	Economic Disadvantage		
Ethnicity			Economic Disadvantage Total	503	88.7%
Hispanic-Latino	147	25.9%	Free Meals	430	75.8%

Blue Ridge Briargate EL		
Race		
American Indian - Alaskan Native	1	0.2%
Asian	4	0.7%
Black - African American	388	68.4%
Native Hawaiian - Pacific Islander	1	0.2%
White	8	1.4%
Two-or-More	18	3.2%
Student Programs	Count	Percent
Dyslexia	45	7.9%
Gifted and Talented	8	1.4%
Regional Day School Program for the Deaf	0	0.0%
Section 504	6	1.1%
Special Education (SPED)	114	20.1%
Bilingual/ESL		
Emergent Bilingual (EB)	48	8.5%
Bilingual	0	0.0%
English as a Second Language (ESL)	42	7.4%
Alternative Bilingual Language Program	0	0.0%
Alternative ESL Language Program	3	0.5%
Data Source: OnDataSuite On Point, Snapshot Dashboard		
Reduced-Price Meals	22	3.9%
Other Economic Disadvantage	51	9.0%
Homeless and Unaccompanied Youth		
Homeless Status Total	7	1.2%
Shelter	0	0.0%
Doubled Up	7	1.2%
Unsheltered	0	0.0%
Hotel/Motel	0	0.0%
Not Unaccompanied Youth	6	1.1%
Is Unaccompanied Youth	1	0.2%
Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.0%
Orthopedic impairment	1	0.9%
Other health impairment	6	5.3%
Auditory impairment	0	0.0%
Visual impairment	0	0.0%
Deaf-Blind	0	0.0%
Intellectual disability	20	17.5%
Emotional disturbance	7	6.1%

**Blue Ridge Briargate
EL**

Learning disability	40	35.1%
Speech impairment	19	16.7%
Autism	20	17.5%
Developmental delay	0	0.0%
Traumatic brain injury	0	0.0%
Noncategorical early childhood	1	0.9%
Instructional Settings		
Speech Therapy	10	8.8%
Homebound	0	0.0%
Hospital Class	0	0.0%
Mainstream	27	23.7%
Resource Room	42	36.8%
VAC	0	0.0%
Off Home Campus	0	0.0%
State School	0	0.0%
Residential Care	0	0.0%
Self Contained	35	30.7%
Full-Time Early Childhood	0	0.0%
Nonpublic Day School	0	0.0%
Staff Information		
	Count	Percent
Administrative Support	18	24.0%
Teacher	45	60.0%
Educational Aide	12	16.0%
Auxiliary	0	0.0%

*Data Source: OnDataSuite On Point,
Snapshot Dashboard*

Blue Ridge Briargate is now 1 year old with a rich history between the consolidated campuses. Combined we are nearly balanced with ratios of girls to boys, in that 51.5% of the population is made up of girls and 48.5% is made up of boys. We are also looking at almost 69% of our students are African American and 26% of our students are Hispanic-Latino. 89% of our population is economically disadvantaged and 36% of our population is at risk. We are a title one school who has a tiny identified Gifted and Talent pool of students and yet a little over 20% of our population is special education with 9% of our population who is Emergent Bilingual. We are approximately 600 students strong and have approximately 65 (45 teachers, 12 aides and 18 administrative support staff) staff members and 76% of our students are free and reduced lunch. We are an east side school that sits on the 2234 which is a major thorough fair and we are small campus. Our parent support is great as it relates to night events and after-school programs and participation. We fall short in the areas of attendance, discipline and academic support in some instances. Overall our attendance is 94% and there is a need for parent support in this area across kinder, 3rd grade, and within our Hispanic and Latino populations. Our discipline data has been very high this year with the number one root cause being lack of respect and honoring boundaries whether physical or personal. We have a few afterschool supports such as cheer, Coda and running club. Teacher retention and recruitment has been a concern as this year I began the year with Instructional Apprentices (12). Student to teacher ratios are anywhere from 1/18-1/25 depending upon the grade level band. We are a hard working group and have some challenges but we work together to meet the needs of our students. There is a huge gap within the learning in Mathematics and Reading for our special education students and our African American and Hispanic-Latino students. Academically only approximately 40% of our students are meeting expected at or above benchmark when it comes to REN Reading and approximately 54% ReN Math. That number decreased when it came to the interim in math with 3-5 graders 32% Approaches and Above in Math and 53% slightly lower within Approaches and Above for Reading. Within TXKEA in math only 49% of the students were on track and on BAS only 42% were on or above grade level for reading. See dynamic below:

Blue Ridge Briargate EL												
STAAR Interim Performance 23-24	Mathematics					Reading/ELA					Soci	
	Total Students	Predicted STAAR Performance Level				Total Students	Predicted STAAR Performance Level				Total Students	Predicted
		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters		
BLUE RIDGE BRIARGATE ELEM	291	68.0%	12.4%	10.7%	8.9%	298	47.0%	14%	18%	21%	---	---
American Indian/Alaskan Native	1	**	**	**	**	1	**	**	**	**	---	---
Asian	2	**	**	**	**	2	**	**	**	**	---	---
Black/African American	202	72.3%	11.4%	8.9%	7.4%	207	51.7%	13.0%	15.9%	19.3%	---	---
Currently Emergent Bilingual	33	57.6%	18.2%	6.1%	18.2%	34	38.2%	17.7%	23.5%	20.6%	---	---
Economic Disadvantage	257	69.7%	12.1%	10.5%	7.8%	264	48.1%	14.0%	17.4%	20.5%	---	---
First Year of Monitoring	---	---	---	---	---	---	---	---	---	---	---	---
Fourth Year of Monitoring	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic	74	62.2%	16.2%	9.5%	12.2%	76	39.5%	15.8%	22.4%	22.4%	---	---
Native Hawaiian/Pacific Islander	---	---	---	---	---	---	---	---	---	---	---	---

Blue Ridge Briargate EL												
Second Year of Monitoring	---	---	---	---	---	---	---	---	---	---	---	---
Special Ed Indicator	76	92.1%	6.6%	0.0%	1.3%	78	78.2%	9.0%	9.0%	3.9%	---	---
Third Year of Monitoring	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	9	44.4%	0.0%	33.3%	22.2%	9	11.1%	11.1%	22.2%	55.6%	---	---
White	3	**	**	**	**	3	**	**	**	**	---	---

Data Source: Eduphoria Aware

Renaissance MOY 23-24	Ren Math						Ren Reading					
	Total Students	Urgent Intervention	Intervention	On Watch	At Above Benchmark	Met Growth	Total Students	Urgent Intervention	Intervention	On Watch	At Above Benchmark	Met Growth
BLUE RIDGE BRIARGATE ELEM	478	16.3%	15.1%	14.2%	54.4%	53.5%	533	28.1%	20.8%	13.3%	37.7%	54.8%
American Indian/Alaskan Native	---	---	---	---	---	---	1	**	**	**	**	**
Asian	2	**	**	**	**	**	3	**	**	**	**	**
Black/African American	331	19.3%	15.4%	15.4%	49.9%	53.6%	368	31.3%	22.3%	12.0%	34.5%	54.2%
Currently Emergent Bilingual	42	11.9%	11.9%	16.7%	59.5%	56.1%	44	25.0%	20.5%	15.9%	38.6%	67.4%
Economic Disadvantage	428	18.0%	15.2%	14.5%	52.3%	54.1%	474	29.3%	21.5%	13.7%	35.4%	53.7%
First Year of Monitoring	---	---	---	---	---	---	---	---	---	---	---	---
Fourth Year of Monitoring	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic	125	8.8%	14.4%	12.0%	64.8%	52.1%	137	23.4%	16.8%	16.8%	43.1%	55.3%
Native Hawaiian/Pacific Islander	1	**	**	**	**	**	1	**	**	**	**	**
Second Year of Monitoring	---	---	---	---	---	---	---	---	---	---	---	---
Special Ed Indicator	98	39.8%	20.4%	14.3%	25.5%	43.6%	97	60.8%	24.7%	4.1%	10.3%	52.7%

Blue Ridge Briargate EL													
Third Year of Monitoring	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	14	14.3%	14.3%	14.3%	57.1%	75.0%	16	0.0%	25.0%	12.5%	62.5%	81.3%	
White	5	20.0%	20.0%	0.0%	60.0%	40.0%	7	28.6%	0.0%	14.3%	57.1%	57.1%	

Data Source: Eduphoria Aware

	Spanish TXKEA MOY 23-34				English TXKEA MOY 23-34			
	Total Students	Overall Math Performance			Total Students	Overall Math Performance		
		Support	Monitor	On Track		Support	Monitor	On Track
BLUE RIDGE BRIARGATE ELEM	---	---	---	---	67	32.8%	17.9%	49.3%
Asian	---	---	---	---	1	0.0%	100.0%	0.0%
American Indian/Alaskan Native	---	---	---	---	---	---	---	---
Black/African American	---	---	---	---	46	34.8%	19.6%	45.7%
Currently Emergent Bilingual	---	---	---	---	2	0.0%	50.0%	50.0%
Economic Disadvantage	---	---	---	---	57	33.3%	19.3%	47.4%
Hispanic	---	---	---	---	14	42.9%	14.3%	42.9%
Native Hawaiian/Pacific Islander	---	---	---	---	---	---	---	---
Special Ed Indicator	---	---	---	---	3	33.3%	66.7%	0.0%

BAS	
Total Students	
BLUE RIDGE BRIARGATE ELEM	228
American Indian/Alaskan Native	---
Asian	1
Black/African American	152
Currently Emergent Bilingual	13
Economic Disadvantage	203
First Year of Monitoring	---
Hispanic	60
Native Hawaiian/Pacific Islander	1

Blue Ridge Briargate EL											
Two or More Races	---	---	---	---	4	0.0%	0.0%	100.0%		Special Ed Indicator	28
White	---	---	---	---	2	0.0%	0.0%	100.0%		Two or More Races	8
<i>Data Source: Eduphoria Aware</i>										White	5
										<i>Data Source: Eduphoria Aware</i>	

Demographics Strengths

Both Blue Ridge and Briargate are connected and cultural diversity is evident within our student and professional populations. Many of our paraprofessionals and teachers have diverse backgrounds in education and other career platforms which makes us unique. Collaboration amongst teachers, paraprofessionals and all within the learning community is a strength and supports the great needs of the campus and community. Our campus and parent volunteers work together to observe and support the needs of our families and students whether it be instructional, social, or basic foundational needs. We are connected within communication whether utilizing Black Board, Skyward, Email, Dojo, Remind, or Schoology with our families. We host various community partners to support our needs as a campus and community. We host 2 parent teacher conference opportunities and a host of other engagements for our parents such as Parents Night Out, Literacy Night and Monster Stem Night. We are committed to safety and security on our campuses and provide mock drills, door checks frequently, host table top exercises and discussions on best practices to support safety on the campus. We have cameras up and posted in high traffic areas so that we are monitoring our campus high needs areas throughout the day. We have PBIS structures in place to support discipline as well as the Compassion Project, Student of the Month and POG Student Award and various celebrations for student academic and behavioral success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The data showcases a high number of discipline offenses and there is a concern with the collaboration of both schools coming together and the amount of discipline offenses accumulated on both campuses in previous years. **Root Cause:** Teachers need more training with students who have traumatic backgrounds and those who are autistic. As well teachers need intentional support and professional development on how to identify triggers, utilize best research based practices, employ pillars of compassion through Everfi tenants and how to establish high leverage skills for support.

Problem Statement 2: There is a large number of students on BRBGE'S campus that come to school late or miss a lot of days of school. **Root Cause:** We need more parent engagement and courses around school attendance why it matters, what happens when students miss school and how it affects their child's schema and learning overtime. We need to support with more home visits, incentives for students, awards for parents for increases in student attendance and highly publicize attendance gains on campus.

Problem Statement 3: Students need more physical activity and education around healthy living and choices. **Root Cause:** Many students are less active, play video games a lot and choose unhealthy snacks, drinks and foods

Student Learning

Student Learning Summary

The following illustrates the student achievement for Blue Ridge Briargate relates to STAAR this school year :

CIVIC



STAAR Summative Mathematics

Grades Tested: 3, 4, 5

Tests Taken: 320 Date Last Taken: 04/30/2024



Percent	58%	28%	11%	3%
Count	185	91	36	8



STAAR Summative Science

Grades Tested: 5

Tests Taken: 101 Date Last Taken: 04/22/2024



Percent	85%	13%	2%
Count	86	13	2



STAAR Summative Reading Language Arts

Grades Tested: 3, 4, 5

Tests Taken: 321 Date Last Taken: 04/18/2024



Percent	41%	34%	19%	6%
Count	133	109	61	18



TELPAS Alternate Composite

Grades Tested: 5

Tests Taken: 2 Date Last Taken: 03/26/2024



Percent	50%	50%
Count	1	1

There is a need for additional supports on the campus as it relates to reading, math and science. Students seem to need additional supports in Special Education, the African American and EB populations and supports as well to build on core content area needs.

As a campus we are constantly seeking out proven strategies and effective ways to improve and enrich classroom instruction. The campus will continue to implement the district's curriculum through the use of Schoology to improve student achievement and quality instruction in a format similar to the redesigned platform of STAAR. Our teachers and staff are engaged in professional development and rigorous PLC'S and AWARE to hone in on high leverage skills, DDI practices, and collaborative sessions that drive teacher efficacy and student achievement. Due to our high volume of apprentice teachers this year we have engaged in the microteaching practice with use of the Swivels and feedback and coaching to support the need of novice teachers and to support gaining momentum with scaffolding the learning of high quality teaching and learning. This year we will continue to utilize swivels to support micro teaching and utilize videos to chronicle the growth of our teachers in the content and field of education. Teachers will be exposed to high quality Tier One instruction via videos, Walkabouts, Learning Walks, Cadres through T-Tess with effective and informative feedback. Teachers will create portfolios through garnishing evidence to showcase their growth and the growth of their students as archived in Perform. With our campus funds we are able to support student and teacher learning and engagement with high quality human resources (coaches, interventionist, PBIS facilitator, state of the art applications such as IReady, All In, Measuring Up Live and Progress Learning with Region IV support).

Student Learning Strengths

Our students are accustomed to the notion of the following:

Student Ownership of Learning Tools

Student Ownership of Behavior Tools

We have instituted supports and professional learning within PBIS and Clarity. We have instructional resources, books and programs which have been purchased for both teacher and student utilization to increase academic achievement. We have created a literacy library to support student utilization and teacher utilization of leveled text and balanced literacy instruction and increase reading achievement on the campus. A few of our teachers have been afforded the opportunity to be trained in the Relay model through Region IV and have been immersed in DDI and regularly analyze and disaggregate data in order to adjust and inform instruction on a continuous bases. The components of Relay aid in the building a culture of teachers skilled in high leverage DDI and researched based instructional strategies with a built in coaching model for support. Some of our students are accustomed to participating in student led conferences and showcase their learning via a portfolios. We are continuing our progress within high leverage skills as it relates to Relay and student ownership of behavior and learning. We have a lot of work to do but we are up for the challenge and have sharpened our skills via text on trauma informed care to combat discipline and summer Region IV learning to support engagement in core content area teaching and learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Some new teachers demonstrate inconsistency in implementing effective Tier 1 Instruction, instruction congruent and aligned with the FBISD Curriculum including the learning intentions, success criteria and TEKS with guided and small group instruction and DDI components. **Root Cause:** Inconsistency across campuses in holding students accountable for their learning and meeting high expectations as it relates to student ownership of behavior and learning with fidelity and guided and small group instruction foundational upon DDI.

Problem Statement 2: African American students and special education students under perform in comparison to other student groups. **Root Cause:** We need to ensure all teachers

are highly trained in and exhibit core understanding of Relay high leverage DDI strategies and analyze student work and teach utilizing exemplars, progressions, checklist and share feedback for student revision and clarity of learning

Problem Statement 3: Students in grades K-2 do not show adequate progress in phonics and basic reading as measured by REN and BAS. **Root Cause:** Some teachers lack knowledge of the components of REN and BAS and how they translate to instructional practices that align to what students in K-2 need to know to be successful with phonemic awareness and basic reading skills.

School Processes & Programs

School Processes & Programs Summary

Blue Ridge Briargate Elementary is constantly seeking strategic, intentional and effective ways to improve student understanding and academic achievement. In doing so, we will continue to implement the district's curriculum and instructional models through the use of Schoology to strategically and formatively assess and plan for instruction with the goal of support. Our teachers and staff are equipped with professional development, instructional schedules, classroom environment checklists, assessments, and resources needed to engage all students in learning. Our Professional Learning Communities (PLCs) are a time to reflect on student evidence of learning and adjust instructional plans with grade levels and perform ATBATS to strengthen our focus on quality delivery of TEKS and content. Our PLC meetings occur daily with grade-level clusters/teachers, Instructional Coaches, Content Area Specialists, Literacy and Administrators in attendance. PLCs emphasize critical thinking across the curriculum, implement district instructional scope and sequence plans for formative assessment, and offer professional learning at the core. We expect all students to learn with opportunities to develop ownership for their learning and engage in feedback to set goals for new learning and to fully transition into mastering the language arts curriculum necessary for success. Through leadership walks, teachers receive constructive feedback, ideas or suggestions, and resources for effective instruction from the ILT (teachers also go on walks both district and planned walks for clarity and learning).

We are taking a targeted approach to ensure teacher clarity of instructional expectations and consistent opportunities for staff to grow and develop, continues to connect, and build relationships with our staff, student's families, and community. We believe in teamwork and working together. PLC, team planning, and professional learning are implemented and executed with a targeted focus. Our teachers are dedicated and diligently work to ensure that student learning is maximized daily with strategic schedules and bell-to-bell instruction. Teachers continue to devote extra time after school to individually meet the student's needs through enrichment opportunities. Various programs and activities are offered that are aligned with the curriculum.

We continues to seek ways to increase technology integration to better facilitate teaching and learning. Teachers will receive additional training throughout the year on blended learning from the district support Ms. Granger and one another to support needs. In addition, mentor teachers will model classroom procedures, instructional practices, and planning of instruction for teachers throughout the campus. The decisions made at PLC may be visible by changes in personnel, funding, and assistance as needed. Teachers have a voice in decision-making and school policies through CPAC, Team Leaders, Committees, and ILT.

The mission of FBISD ISD is to inspire and equip students with futures beyond what they can imagine. BRBGE believes education requires a partnership and connection between the home and school. To encourage parental involvement, the campus shall actively commit to the activities contained in this policy. Parents are crucial stakeholders in our Vision and plan for the future.

Download the Parent & Family Engagement Policy in English, Spanish and Vietnamese.

BRBGE will implement the following to support parent engagement:

- The school will implement programs, activities and procedures for the engagement of parents in its schools as planned with consultation of parents of participating children.
- The school will work with the district to ensure that the required school-level parental engagement policies meet the legal requirements, and include, as a component, a school-parent compact for Title I schools.
- The school will work cooperatively with the district to ensure it incorporates the district-wide parental engagement policy into its improvement plans.
- In carrying out the parental engagement requirements, to the extent practicable, the school district and our school will provide full opportunities for the participation of parents with children with limited English proficiency, parents of children with disabilities, and parents of migratory children. It will provide information and school reports in an

understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school district and school campus will involve the parents of children served in Title I in decisions about how the one percent of Title I funds reserved for parental engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental engagement, and expects that its schools will carry out programs, activities, and procedures in accordance with this definition: *Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that —*

(A) parents play an integral role in assisting their child's learning;

(B) parents are encouraged to be actively involved in their child's education at school;

(C) parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child

Parent Involvement in Developing the Policy

FBISD and BRBGE will provide the following necessary coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Campus support from the district to serve in an advisory capacity to build on parent engagement
- Meetings of parents/caregivers, community members, and campus personnel to provide feedback and input on campus plans, policies, and budget allocations
- Appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental engagement activities
- District Parent and Family Engagement Policy will be available on the district website in English and Spanish
- BRBGE will take the following actions to involve parents in the joint development of its district/school parental engagement plan:
- Actively recruit parents/caregivers to participate in parent advisory capacity
- Schedule meetings at convenient times and locations to participate in a comprehensive review of policy, budget, and programs for parent involvement
- Annually solicit feedback on the policy via the website, social media, and parent organizations
- Offer a flexible number of meetings, such as meetings in the morning or evening

Annual Meetings for Title I Parents

FBISD uses Title I funds to provide school-wide services for all students enrolled on Title I campuses. The Title I campuses will hold at least one meeting annually to review Title I guidelines and services offered at campus level. Copies of the district's current Parent & Family Engagement Policy and campus designed School-Parent Compact will be distributed at the meeting. Both documents will be provided in English and in Spanish on bilingual program campuses. The meeting will be held at a convenient time and location; notice of the meeting will be provided through public announcements and school-based information flyers. Translators will be available on bilingual campuses and upon request.

FBISD will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

The district will, with the assistance of its schools:

- Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement
- Pay reasonable and necessary expenses associated with parental engagement activities to enable parents to participate in school-related meetings and training sessions
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school

Families and Community Partners wishing to learn more about the Campus Improvement Plan (CIP) and the contents of it can click on the link below to review the

document:

<https://www.fortbendisd.com/Page/144345>

School Processes & Programs Strengths

Teachers, specialists, and administrators conduct PLC meetings daily. This is evident by personnel, funding, and assistance as needed. Teachers have a voice in the decision making and school policies through the C-PAC, Team Leadership, Campus Committees/Organizations, and through Instructional Leadership Team.

Staff Recruitment and Retention:

- Mentee/Mentor Program for teachers new to BRBGE
- Collaborate with Alternative Certification Programs/Teach for America Program
- Promoting and providing opportunities for professional growth and/or leadership roles
- Instructional Coaches to support classroom management and instructional procedures
- Allotting money per grade level for teachers to receive additional professional learning or support
- Staff is valued and appreciated as demonstrated through sponsored luncheons, positive recognition, and praise.
- Research based/district recommended resources are readily available
- Effective and timely feedback/praise given.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students enter current grade with mixed ability/skill levels in mathematics thus making differentiated instruction a challenge. Students are challenged with mastering current grade level skills and standards while lacking prerequisite skills. **Root Cause:** Within the curriculum, students are lacking the foundational skills for building mathematical concepts for problem solving utilizing robust home activities and homework practice to meet their individual needs and to close the gap in the content area math and within the survey perceptions of student home support practice and activities for learning .

Problem Statement 2: Balanced Literacy inclusive of Guided Reading and other varying components are not aligned with district models for instruction. **Root Cause:** Teachers lack the training needed to effectively implement the components of various instructional models.

Problem Statement 3: TIER I and II instruction lacks rigor, fidelity and consistency within the embedded supports such as guided instruction goal setting, data collection, student ownership tools and feedback through planning and accountability. **Root Cause:** We have a large number of apprentice teachers

Problem Statement 4: Too few student are qualifying for GT programs and vistas. **Root Cause:** Build on engagements and open labs with instruction and information on GT and Vistas and support parent sessions with the counselor and parent educators on GT.

Problem Statement 5: Too few students are progressing proficiency levels as it relates to TELPAS and the ratings **Root Cause:** Build on the engagement of teachers and staff with high quality best practices and PD to support EB Learners and parent courses to teach parents practice skill attainment behaviors for home school support.

Problem Statement 6: Few students are engaged around healthy choices and understand healthy living and the attributes that contribute to health and wellness **Root Cause:** Build on engagement around positive choices within health and wellness and best practices for whole wellness of body and mind

Perceptions

Perceptions Summary

Our BRBGE campus creates an inviting and positive environment for all students, families, and guests. We share a common value and belief and that is, to always do what is best for our students. Research shows students learn best when they are provided with a safe and secure environment. Our teachers, staff, and students are valued and respected. Our campus staff is highly effective and equipped to build student leaders and create opportunities for them to demonstrate their leadership skills. We must continue supporting the “whole child” and seek ways to improve a culture of leading and learning. The parents and the community will be involved in the educational process by providing support, constructive feedback and resources for instruction. Family events will provide a variety of activities for families to attend. Parents will be enlisted to ensure that good homework practices will be followed using websites, conferences, newsletters, Class Dojo etc. Based on our survey we have work that we need to do with the climate and culture and will continue to mesh the campuses together with opportunities to bond, team build and work on the work of growing and learning. In addition we will create surveys to keep a pulse on parent and student engagement and build on a culture of respect, value and self-efficacy. We have worked hard on the mission and vision for our campus and have created the following to represent the new vision:

Vision

BRBGE exists to illustrate pride, purpose and a positive impact in everything we do!

Mission

Leading, learning, and educating our school community through engaging, differentiated, and rigorous high-quality teaching and learning experiences.

Perceptions Strengths

Our campus recognizes all staff and students on a regular basis for great work, academic/professional growth and acts of kindness. Both students and teachers receive praise, recognition and incentives during monthly faculty meetings, varied differentiated days of the week, "Shout-outs" are given during morning announcements, as well as positive notes and emails. We have implemented Grit Expectations and the Compassion Project program to help build positive relationships with students. Each year new staff members are trained and supported in the process. Campus wide projects are created and designed to bring our staff, students, families, and community together.

Campus Wide Projects :

- BRBGE Beautification Project - Community members and staff came together to improve landscaping and aesthetics of the building.
- Partnership with Willowridge High School - The football team and cheerleaders visit our campus and are positive role models for our students during school programs (PALS).
- Outdoor Learning Area-A space is designated and setup with resources such as, chalkboard, a dry erase board to support an unorthodox way of learning which truly engages student learning. This area is nicely arranged with beautiful plants and landscaping.

Interactive bulletin boards in main hallways to promote learning and acts of kindness

Activities :

- Bullying prevention week
- Safety Patrol
- Student Council
- Honor Society
- Counselor providing guidance support
- Compassion Project
- Bully Lessons
- Character Links are on the morning announcements (V Brick--District Broadcasting System)
- Mix-it-up Day
- Red Ribbon Week
- Career Day
- Grit Club - for students with good grade and good behavior, once each 9 week period.
- PBIS Points
- PBIS Prizes purchased with points earned.

The strengths of our perception are listed below:

- There is a strong partnership with community agencies
- Family nights generally have high attendance from students and their family members.
- There are many opportunities for family involvement including Title 1 nights, Back to School Night, Open House, Grandparent's Day
- We have a full time parent educator on staff to assist families.
- All staff members have a voice through committees.
- Each grade level has their own iPad cart.
- Every fifth grade student will be issued a computer to use during school hours.
- Computers are stationed in every classroom.
- The campus placed an emphasis on student and staff health and wellness.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental Involvement on the K12 Insight School Survey was low. **Root Cause:** Parental awareness of the equity survey was low due to limited promotion and the link was emailed to parents individually (in the past we have been able to send the link).

Problem Statement 2: Parents and teachers feel that discipline is not enforced fairly for all students. **Root Cause:** There was a lack of communication/transparency regarding how students are supported when displaying disruptive behavior. There needs to be education around discipline and the offenses as well alternatives via PBIS.

Problem Statement 3: The culture and the climate of the school needs to be reviewed and reengagement needs to be the focus as we have a totally new staff. **Root Cause:** New staff and the culture and the climate of the school needs to be reestablished and inclusive of the new teachers and their strengths and needs.