

Fort Bend Independent School District
Brazos Bend Elementary
2023-2024 Campus Improvement Plan



Mission Statement

FBISD Mission Statement: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Brazos Bend Elementary Mission Statement: The parents, staff, and community of Brazos Bend Elementary are dedicated to promoting each child's intellectual, physical, moral, and social development to assist them in becoming responsible young citizens in an ever changing world.

Vision

FBISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

BBE's Vision: BBE will promote authentic student-teacher relationships built on transparency, trust, and servant leadership.

Shared Values

Brazos Bend Elementary *F.I.R.S.T*

Flexibility Integrity Respect Student Achievement Teamwork

District Core Beliefs and Commitments

1. Core Belief: All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. Core Belief: We believe student success is best achieved...

A. ...through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teacher.

B. ...in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/working environment.

C. ...by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D. ...in a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Brazos Bend Elementary is a diverse school community that has historically performed well on standardized assessments. Parent engagement is fairly high. Student attendance is below the district average and teacher turnover is fairly low. Students need more opportunities that challenge their thinking, differentiated strategies to close achievement gaps, and opportunities to engage in authentic writing across the curriculum. The campus will need to strengthen Tier 1 instruction, its intervention program, and GT initiatives to effectively meet the needs of all students. New staff will need intensive training on instructional models and campus admin will need to engage all stakeholders to decrease bullying and work to maintain and improve a positive culture and climate.

Demographics

Demographics Summary

Brazos Bend has a diverse student population and has a variety of learners for student to interact with other from different cultures and backgrounds. The students respect and value diversity which is evident in our student and parent engagement.

Brazos Bend's overall attendance rate is 94.9% which is below the district goal of 96.5%. Pre-Kindergarten and kindergarten had the lowest attendance percentages. Second grade through 5th grade are all in the 95%-96% range with first grade 94.6%. Students at BBE often go out of the country, renew visas, and take family vacations during the school year. BBE will continue to work with the community on the importance of school attendance.

Brazos Bend's at-risk data indicated that 40% of our students are at-risk. This is an increase of 6% in the last three years. 45% of our student are Economically Disadvantaged which had doubled in the past five years. The campus EL population makes up 37% of the student population which is a 16% increase since 2019. BBE's special education population has almost doubled from 5.25% to 11.37% in the last five years.

| Student Group | Count | Percent |
|------------------------|-------|---------|
| African American | 96 | 12.99% |
| Hispanic | 122 | 16.51% |
| White | 169 | 22.87% |
| American Indian | 2 | 0.27% |
| Asian | 315 | 42.63% |
| Two or More Races | 35 | 4.74% |
| Emergent Bilingual | 272 | 36.81% |
| Special Education | 84 | 11.37% |
| Free and Reduced Lunch | 323 | 43.7% |
| GT | 36 | 4.87% |
| At Risk | 297 | 40.19% |
| Total Students | 739 | 100% |

Demographics Strengths

Brazos Bend Elementary has a diverse student population. This diversity allows for students to learn and interact with students from other cultures and backgrounds. Overall, our students respect and value our diversity and this is evident in our student, parent, and community engagement in the classroom and during campus events.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Brazos Bend's attendance rate is below the district's 96.5 goal. **Root Cause:** We are missing additional opportunities too incentive student attendance and provide wrap around support services for families needing help regarding attendance.

Student Learning

Student Learning Summary

On STAAR, incoming 4th graders will need targeted support in reading and math, and 5th grade reading and science students will need additional support. There was a 1-8% decline in REN reading for 1st-4th grade students, but a 4-5% increase for kinder and 5th grade students. In math, there were slight declines and increases of 1-2% across the board. Kinder -2nd grade students are showing steady gains on BAS. PK students declined in overall growth from the MOY to EOY by 6% for CIRCLE ELA. For CIRCLE Math, students also had an overall decrease by 6%. Also, there was a slight decline of -2% on TXKEA for Kinder. Students scored significantly lower in Science than in reading and math.

2023 STAAR

Math 87% Approaches and Above

Reading 90% Approaches and Above

Science 73% Approaches and Above

STAAR Data

| Grade level | Test | 20-21 Overall | 21-22 Overall | 22-23 Overall | +/- Overall |
|-----------------|------|---------------|---------------|---------------|-------------|
| 3 rd | Rdg | 82 | 84 | 80 | -4 |
| 3 rd | Math | 73 | 78 | 68 | -10 |
| 4 th | Rdg | 78 | 86 | 79 | -7 |
| 4 th | Math | 72 | 80 | 84 | +4 |
| 5 th | Rdg | 81 | 92 | 91 | -1 |
| 5 th | Math | 79 | 82 | 77 | -5 |
| 5 th | Sci | 69 | 68 | 61 | -7 |

*Zone of uncertainty may contribute to a decrease in performance. One ratings are finalized, more accurate data will be updated for ratings at approaches and above.

REN Data

| Grade | Reading BOY | Reading MOY | Reading EOY | MOY to EOY | Math BOY | Math MOY | Math EOY | MOY to EOY |
|--------|-------------|-------------|-------------|------------|----------|----------|----------|------------|
| Kinder | 85 | 88 | 92 | +4 | NA | NA | NA | |
| 1st | 85 | 80 | 79 | -1 | 88 | 95 | 93 | -2 |
| 2nd | 7 | 86 | 85 | -1 | 79 | 87 | 88 | +1 |

| Grade | Reading BOY | Reading MOY | Reading EOY | MOY to EOY | Math BOY | Math MOY | Math EOY | MOY to EOY |
|-------|-------------|-------------|-------------|------------|----------|----------|----------|------------|
| 3rd | 75 | 89 | 81 | -8 | 86 | 88 | 87 | -1 |
| 4th | 76 | 87 | 86 | -1 | 86 | 93 | 91 | -2 |
| 5th | 80 | 79 | 84 | +5 | 86 | 91 | 92 | +1 |
| Avg | 80 | 85 | 85 | +0 | 85 | 91 | 90 | -1 |

| BAS Data 2022-2023 | | | |
|----------------------------------|-----------------------|-------------|---------|
| Grade Level | BAS BOY | BAS MOY | BAS EOY |
| Kinder | <i>Do not take it</i> | 99/84% | 87% +3 |
| 1st | 102/56% | 108/71% +15 | 77% +6 |
| 2nd | 99/59% | 99/67% +8 | 78% +11 |
| 3 rd -5 th | <i>Do not take it</i> | | |

| CIRCLE ELA Data 2022-2023 | | | |
|---------------------------|----------------|----------------|----------------|
| Grade Level | Circle BOY-Aug | Circle MOY-Jan | Circle EOY-May |
| PK ELA | | | |
| Overall Growth | 70% | 92% +22 | 77% -15 |
| Rapid Vocab | 35% | 46% +11 | 53% +7 |
| Syllabication | 30% | 75% +45 | 86% +11 |
| Onset & Rhyme | 14% | 55% +41 | 81% +26 |
| Alliteration | 9% | 46% +37 | 70% +24 |
| Rhyming | 11% | 37% +26 | 69% +32 |

| CIRCLE Math Data 2022-2023 | | | |
|----------------------------|----------------|----------------|----------------|
| Grade Level | Circle BOY-Aug | Circle MOY-Jan | Circle EOY-May |
| PK Math | | | |
| Overall Growth | 92% | 98% +6 | 92% -6 |
| Rote Counting | 29% | 70% +41 | 84% +14 |

| CIRCLE Math Data 2022-2023 | | | |
|----------------------------|-----|----------|---------|
| Shape Naming | 57% | 91% + 34 | 84% -7 |
| # Discrimination | 78% | 99% + 11 | 95% -4 |
| #Naming | 60% | 81% + 21 | 88% + 7 |
| Shape Discrimination | 76% | 81% + 5 | 91% +10 |
| Counting Sets | 62% | 89% + 27 | 88% -1 |
| Operations | 23% | 64% + 41 | 75% +11 |

| TK-KEA Data 2022-2023 | | | |
|---------------------------------------|-----|--------|---------|
| Grade Level Kinder Tx-Kea Math | BOY | MOY | EOY |
| On Track | 66% | 75% +9 | 86% +11 |
| Monitor | 5% | 6% +1 | 4% -2 |
| Support Needed | 28% | 19% -9 | 28% +9 |

Data by Sub Pops

| Sub Pop | Reading BOY | Reading MOY | Reading EOY | | Math BOY | Math MOY | Math EOY | |
|---------|-------------|-------------|-------------|-----|----------|----------|----------|-----|
| SpEd | 52% | 66% | 60% | -6 | 79% | 90% | 74% | -16 |
| ESL | 71% | 80% | 78% | -18 | 94% | 98% | 90% | -8 |
| AA | 72% | 76% | 77% | +1 | 87% | 94% | 87% | -7 |
| A | 83% | 87% | 87% | +0 | 97% | 98% | 91% | -7 |
| W | 76% | 84% | 81% | -3 | 95% | 97% | 90% | -7 |

Student Learning Strengths

STAAR: Incoming 4th graders will need targeted support in mathematics and reading as a priority.

REN Data:

- Reading data shows that Kindergarten, 2nd, 4th, and 5th grade showed an increase of students on or above level from the beginning of the year to the middle of the year.
- Math data shows that all grade levels showed an increase of students on or above level from beginning of the year to middle of the year with the exception of 5th grade staying at 91% student on or above grade level.

BAS Data:

- BAS reading levels shows an increase of students in first and second grade reading on or above reading level from beginning of the year to the middle of the year.
- BAS reading levels shows 84% of kindergarten students reading on or above reading level at the middle of the year.

CIRCLE Data:

- Circle data showed an increase in PK reading and math in all areas tested ranging from an increase of 8-45% from the beginning of the year to middle of year.

Tx-KEA Data

- Tx-KEA Math data shows an increase of 9% of students on track from the beginning of the year to the middle of the year and a decrease of 9% in of students needing support

Brazos Bend Elementary has scheduled a 45 minutes intervention time in the master schedule to allow teachers to pull small groups for intervention to support targeted intervention based on the students' individual needs. Every month, each grade level meets with administrators and the leadership team for SST meetings where we discuss and monitor student progress, set goals, and make academic decisions on the level of Tier intervention needed for each child that is brought to SST. During these meetings, special education and the 504 referral process begins based on data that supports a need of early intervention and appropriate academic planning. A data wall was created to track reading levels and math common formative assessments to drive instruction with reteaching and intervention/small group instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in primary grades are reading below grade level expectations. **Root Cause:** There are missed opportunities to address all Tier 3 students during the intervention block due to inconsistent plans and follow through.

Problem Statement 2 (Prioritized): All staff do not have adequate training to effectively deliver interventions for Tier 3 students. New teachers do not fully understand or always implement the instructional models with fidelity. **Root Cause:** We are missing additional instructional opportunities aside from the designated PD days to provide ongoing structured professional development for all instructional staff.

Problem Statement 3 (Prioritized): Intervention blocks were not consistent throughout the school year. **Root Cause:** The campus does not have a systematic approach to implementing intervention models for all students during the intervention blocks.

Problem Statement 4 (Prioritized): Achievement gaps exist for subpopulation of students in reading and math. **Root Cause:** We are missing specific opportunities of observation and feedback cycles as it relates to small group instruction and Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Personnel:

Brazos Bend Elementary provides all instructional programs required by the district. The campus follows the curriculum located in Schoology. Our campus has one team leader per grade level (PK-5, SpEd, specialists, and ancillary teams). There is one principal, one assistant principal, a campus compliance coordinator, and a counselor. BBE has a leadership team that is made up of two interventionists, counselor, assistant principal, and principal. Our campus has 8 district required faculty committees and 6 campus-based faculty committees all led by staff members and/or administrators.

Brazos Bend Elementary retains highly qualified staff. However, because of the teacher shortage, the campus hired four uncertified teachers. In addition, the campus started the year with subs in the classroom and some grade levels that were over student to teacher ratio due to staffing needs. There is a low turnover of staff. Typically, staff leave due to retirement, moving closer to home, or pursuing advancement. 29.6% of our staff have 11 to 20 years of teaching experience. As teachers retire or promote, we will recruit and retain new teachers and train them to continue the high standards of excellence at Brazos Bend Elementary. We will recruit staff through the FBISD Job Fairs, TALEO, and professional recommendations. New teachers with zero years of experience will be assigned a TAPP mentor to help ensure they have a structured support system.

Professional Practices:

Grade level PLC and SST meetings are held on a regular schedule to ensure the curriculum is implemented with fidelity as well as to analyze data to determine next steps and needed student interventions. Teachers implement the appropriate instructional model for each content area and understand how to use formative assessment to guide their instructional decisions and next steps. Teachers, specialists, and administrators collaborate during PLC meetings to identify areas of needed improvement and to celebrate strengths and accomplishments. Walk-throughs are completed throughout the year, and data is analyzed to ensure teachers are on track with the curriculum as well as the level of rigor for each subject area. Regular feedback concerning instruction is provided to teachers via walk-through, conferences, T-TESS, CSTs and PLC meetings to identify strengths and areas of improvement.

Organizational and Administrative:

Brazos Bend Elementary administrators understand the importance of structured systems to support teachers and staff in providing a quality educational program to all students. Therefore, administrators regularly provide feedback and communicate expectations and/or pertinent information via PLC meetings, email, team leader meetings, faculty meetings, weekly newsletters, PLC meetings, T-TESS observations, walk-throughs, etc. Based on this, teachers and staff provide instructional opportunities for students that are differentiated, research-based, and aligned to the curriculum. Identified At-risk students are discussed in monthly Student Support Team meetings with teachers, administrators, and specialists to review progress monitoring data, determine tier 2 and 3 interventions, and identify next steps for individual students. The master schedule has embedded PLC and intervention time to protect and increase teachers' planning times and to minimize disruption to the instructional day. All PLC meetings will be conducted daily from 7:50 -9:00 on a rotating basis for all grade levels. During this time, outclass teachers will support students in various content areas that the classroom teacher has planned while classroom teachers are meeting in PLC. The counselor will work with students on Core Essentials, Mental Health Trainings, No Place for Hate Activities, Health and Wellness Activities, etc.

School Processes & Programs Strengths

Brazos Bend implements intervention/enrichment daily during a scheduled 45-minute block. Students are pulled in small groups from their grade level to give additional intervention/enrichment opportunities. Students will be pulled to target specific skills needed in reading and math, tutorials for HB4545 to close learning gaps based on STAAR data, project-based learning, and science instruction.

Brazos Bend's Pre-kindergarten program has been successful. Circle data indicates students are making year's progress and showing continued growth throughout the school year.

During campus professional development, teams have the opportunity to engage in rigorous learning opportunities and instructional strategies given by the leadership team and specialists.

For the 2023-2024 school year, enrichment will consist of science TEKS that are cross-curricular. Grade levels will provide science enrichment for those students who do not participate in intervention. The science enrichment will consist of four components: Vocabulary, reading, lab, technology, and written responses. Reading and math will also be rotated during the intervention/enrichment block to support students. In addition, Brazos Bend will collaborate with surrounding campuses to allow Pre-kindergarten and outclass to plan together during professional development.

Brazos Bend has a strong PTO who plans activities to engage in partnerships with the community. BBE students participates in several after school clubs sponsored by extended learning and Brazos Bend Staff.

Student Ownership of Learning is a focus at Brazos Bend Elementary and will provides multiple opportunities for students to build relationships with their teacher and their peers. Brazos Bend will continue to focus on goal setting and feedback opportunities for students and staff to support district priorities and personal learning growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff will need to implement instructional strategies and implement the instructional models with fidelity that is provided in the curriculum along with implementing dispositions in the classroom to implement best teaching practices while supporting students social and emotional needs. **Root Cause:** As struggling students enter the classroom, teachers will need to teach out of their comfort zone and meet students at their individual needs. Teachers will need to implement appropriate instructional models, differentiated strategies, and progress monitoring in order to close the instructional gap and gather data for additional supports through tier intervention, 504, or special education.

Problem Statement 2 (Prioritized): Higher performing students need more opportunities to enhance their learning. **Root Cause:** A clear consistent enrichment model has not been implemented to grow the highest performing students.

Problem Statement 3 (Prioritized): Every class does not have a fully certified or highly-qualified teacher for all teaching positions. **Root Cause:** There are missed opportunities to recruit throughout the school year for upcoming school sessions.

Perceptions

Perceptions Summary

Brazos Bend Elementary is a neighborhood school that was opened in 1997 and serves 739 students in grades PK - 5th. Students at Brazos Bend feel supported and trust their teachers. Students feel loved and cared for. They believe that there are adults on campus that they are comfortable going to when they have an problem. According to the student engagement survey, students did indicate that they felt that their peers do not respect what they have to say. Brazos Bend will continue to work to build relationships and promote student ownership of behavior.

Student attendance has been a challenge this year for our primary grade levels. Our primary grades (PK, KG, and 1st) had the lowest attendance rates. Although they were still in the 90s it was below the district goal of 96%. Our attendance/PBIS committee will continue to develop different incentive and celebrations for those students that are in attendance each day. We will also communicate with the parents the importance of their child coming to school.

Perceptions Strengths

The student engagement survey shows that Brazos Bend has scores of 2.42 in Behavioral Engagement, 3.36 in Emotional Engagement, and 3.58 in Cognitive Engagement. Overall the campus engagement level is Moderate at 3.12.

Parent at Brazos Bend are very supportive of the campus. There is a strong PTO that is very present and engaged with the campus. There are various committees that offer opportunities for parents to volunteer and be involved in campus activities.

Discipline numbers remained low with a decrease in ISS and OSS. Data showed that many of the ISS/OSS or level 1 behavior referrals were from the same group of students. BBE has implemented a positive behavior assembly where students are chosen by their teacher to be recognized and earn a prize at lunch for their positive behavior. Students also participate in monthly and quarterly assemblies hosted by the counselor and administrators.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students struggle with the skills needed to resolve student conflict. **Root Cause:** Students need to have more opportunities to build and practice peer to peer relationship building. Teachers will also need more training on how to create those opportunities in the classroom through circles and restorative discipline.

Problem Statement 2 (Prioritized): The campus can always work on ways to increase parental involvement. **Root Cause:** There are some language barriers, time conflicts, and missed opportunities to involve parents with instructional initiatives.

Problem Statement 3 (Prioritized): All cultures may not be fully and consistently celebrated throughout the school year. **Root Cause:** Parental input regarding cultural celebrations has not be specifically implemented.

Priority Problem Statements

Problem Statement 1: Students in primary grades are reading below grade level expectations.

Root Cause 1: There are missed opportunities to address all Tier 3 students during the intervention block due to inconsistent plans and follow through.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Staff will need to implement instructional strategies and implement the instructional models with fidelity that is provided in the curriculum along with implementing dispositions in the classroom to implement best teaching practices while supporting students social and emotional needs.

Root Cause 2: As struggling students enter the classroom, teachers will need to teach out of their comfort zone and meet students at their individual needs. Teachers will need to implement appropriate instructional models, differentiated strategies, and progress monitoring in order to close the instructional gap and gather data for additional supports through tier intervention, 504, or special education.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students struggle with the skills needed to resolve student conflict.

Root Cause 3: Students need to have more opportunities to build and practice peer to peer relationship building. Teachers will also need more training on how to create those opportunities in the classroom through circles and restorative discipline.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Brazos Bend's attendance rate is below the district's 96.5 goal.

Root Cause 4: We are missing additional opportunities too incentive student attendance and provide wrap around support services for families needing help regarding attendance.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Higher performing students need more opportunities to enhance their learning.

Root Cause 5: A clear consistent enrichment model has not been implemented to grow the highest performing students.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: All staff do not have adequate training to effectively deliver interventions for Tier 3 students. New teachers do not fully understand or always implement the instructional models with fidelity.

Root Cause 6: We are missing additional instructional opportunities aside from the designated PD days to provide ongoing structured professional development for all instructional staff.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Intervention blocks were not consistent throughout the school year.

Root Cause 7: The campus does not have a systematic approach to implementing intervention models for all students during the intervention blocks.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Achievement gaps exist for subpopulation of students in reading and math.

Root Cause 8: We are missing specific opportunities of observation and feedback cycles as it relates to small group instruction and Tier 1 instruction.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Every class does not have a fully certified or highly-qualified teacher for all teaching positions.

Root Cause 9: There are missed opportunities to recruit throughout the school year for upcoming school sessions.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: The campus can always work on ways to increase parental involvement.

Root Cause 10: There are some language barriers, time conflicts, and missed opportunities to involve parents with instructional initiatives.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: All cultures may not be fully and consistently celebrated throughout the school year.

Root Cause 11: Parental input regarding cultural celebrations has not be specifically implemented.

Problem Statement 11 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
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2024, BBE will improve the effectiveness of Tier I instruction and interventions for all content areas through the use of an aligned curriculum, data driven instruction, flexible grouping, and student ownership of learning practices as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints, Learning Walks, Report Cards.


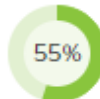
Formative Indicators of Success:

- * By January of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 3% from BOY to MOY.
- * By January of 2024 the percentage of students showing growth in math on REN 360 will increase by 3% from BOY to MOY.
- * By January of 2024 the percentage of students on or above level on BAS will increase by 5% from BOY to MOY
- * By February of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 5% from BOY to MOY.
- * By February of 2024 the percentage of pre-kindergarten students showing growth in math on CIRCLE will increase by 5% from BOY to MOY.

Summative:

- By June 2024, BBE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment.
- By June 2024, BBE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year.
- By June 2024, BBE will increase students' composite score to advanced high on TELPAS by at least 20% .

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Teachers in professional learning communities will intentionally plan for and implement Tier I instructional models and formative assessments for ELAR, Math, and Science. * Observations of implementation of instructional model * CST Walks * Data wall will be used to track reading levels and math CFAs * PLC/SST agendas will show the planning of small groups in guided reading, math, and intervention based on running records, CFAs, REN360, and BAS. *Lesson Plans *Formative Assessments Strategy's Expected Result/Impact: Formative Indicators of Success: * By January of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 3% from BOY to MOY. | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | | | | | |

| | | | | |
|--|--|--|------------------|--|
| <p>* By January of 2024 the percentage of students showing growth in math on REN 360 will increase by 3% from BOY to MOY.</p> <p>* By January of 2024 the percentage of students on or above level on BAS will increase by 5% from BOY to MOY</p> <p>* By February of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 5% from BOY to MOY.</p> <p>* By February of 2024 the percentage of pre-kindergarten students showing growth in math on CIRCLE will increase by 5% from BOY to MOY.</p> <p>Summative Indicators of Success:</p> <p>* By May 2024, increase percentage of student at approaches/or higher on math STAAR by at least 10%</p> <p>* By May 2024, increase percentage of student at approaches/or higher on reading STAAR by at least 10%</p> <p>* By May of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 10% from MOY to EOY.</p> <p>* By May of 2024 the percentage of students showing growth in math on REN 360 will increase by 10% from MOY to EOY.</p> <p>* By May of 2024 the percentage of students on or above level on BAS will increase by 10% from MOY to EOY</p> <p>* By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY.</p> <p>* By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY.</p> <p>* By May 2024, Increase the number of classrooms aligned to the curriculum by implementing instructional models from BOY to EOY by at least 10% through CST walks and walkthroughs</p> <p>Staff Responsible for Monitoring: Administration and Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instruction - 199 General Fund - \$50,812</p> |  |  | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will plan for and implement small group instruction for ELAR and Math and use data binders and | Formative | | Summative | |

running records to track students' progress.

Strategy Evidence:

- * Observations of implementation of instructional model

- * CST Walks

- * Data walls

- * PLC/SST agendas will show the planning of small groups in guided reading, math, and intervention based on running records, CFAs, REN360, and BAS.

- * Small groups plans

Strategy's Expected Result/Impact: Formative Indicators of Success:

- * By January of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 3% from BOY to MOY.

- * By January of 2024 the percentage of students showing growth in math on REN 360 will increase by 3% from BOY to MOY.

- * By January of 2024 the percentage of students on or above level on BAS will increase by 5% from BOY to MOY

- * By February of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 5% from BOY to MOY.

- * By February of 2024 the percentage of pre-kindergarten students showing growth in math on CIRCLE will increase by 5% from BOY to MOY.

Summative Indicators of Success:

- * By May 2024, increase percentage of student at approaches/or higher on math STAAR by at least 10%

- * By May 2024, increase percentage of student at approaches/or higher on reading STAAR by at least 10%

- * By May of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 10% from MOY to EOY.

- * By May of 2024 the percentage of students showing growth in math on REN 360 will increase by 10% from MOY to EOY.

- * By May of 2024 the percentage of students on or above level on BAS will increase by 10% from MOY to EOY

- * By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY.

- * By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY.

- * By May 2024, Increase the number of classrooms aligned to the curriculum by implementing instructional models from BOY to EOY by at least 10%

through CST walks and walkthroughs

Staff Responsible for Monitoring: Administration and Leadership Team

TEA Priorities:



Build a foundation of reading and math



- **ESF Levers:**

Lever 5: Effective Instruction



Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 1

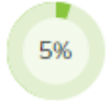

Funding Sources: Curriculum Development - 199 General Fund - \$8,575



| Oct | Dec | Feb | June |
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| Strategy 3 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 3: Utilize supplemental print and digital materials daily to meet the differentiated needs of all students. Strategy's Expected Result/Impact: Formative Indicators of Success: * By January of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 3% from BOY to MOY. * By January of 2024 the percentage of students showing growth in math on REN 360 will increase by 3% from BOY to MOY. * By January of 2024 the percentage of students on or above level on BAS will increase by 5% from BOY to MOY * By February of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 5% from BOY to MOY. * By February of 2024 the percentage of pre-kindergarten students showing growth in math on CIRCLE will increase by 5% from BOY to MOY. Summative Indicators of Success: * By May 2024, increase percentage of student at approaches/or higher on math STAAR by at least 10% * By May 2024, increase percentage of student at approaches/or higher on reading STAAR by at least 10% * By May of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 10% from MOY to EOY. * By May of 2024 the percentage of students showing growth in math on REN 360 will increase by 10% from MOY to EOY. * By May of 2024 the percentage of students on or above level on BAS will increase by 10% from MOY to EOY * By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY. * By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY. * By May 2024, Increase the number of classrooms aligned to the curriculum by implementing instructional models from BOY to EOY by at least 10% through CST walks and walkthroughs Staff Responsible for Monitoring: Administration, Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 1 Funding Sources: Digital materials - 199 General Fund - \$2,500 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |





| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 4: Teachers will implement flexible grouping during the 45 minute intervention block to close achievement gaps for all students with emphasis on GT, special education, and EB students. Strategy's Expected Result/Impact: Formative Indicators of Success: | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| | | | | |

| | | | | |
|---|--|--|--|--|
| <p>* By October 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.</p> <p>* By December 2023, 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan.</p> <p>* By February 2024, 100% of the GT teachers will have identified and began implementing 5 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric</p> <p>*By May of 2024, GT students will have maintained or increase performance to mastery.</p> <p>* By January of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 3% from BOY to MOY.</p> <p>* By January of 2024 the percentage of students showing growth in math on REN 360 will increase by 3% from BOY to MOY.</p> <p>* By January of 2024 the percentage of students on or above level on BAS will increase by 5% from BOY to MOY</p> <p>* By February of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 5% from BOY to MOY.</p> <p>* By February of 2024 the percentage of pre-kindergarten students showing growth in math on CIRCLE will increase by 5% from BOY to MOY.</p> <p>Summative Indicators of Success:</p> <p>* By May 2024, increase percentage of student at approaches/or higher on math STAAR by at least 10%</p> <p>* By May 2024, increase percentage of student at approaches/or higher on reading STAAR by at least 10%</p> <p>* By May of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 10% from MOY to EOY.</p> <p>* By May of 2024 the percentage of students showing growth in math on REN 360 will increase by 10% from MOY to EOY.</p> <p>* By May of 2024 the percentage of students on or above level on BAS will increase by 10% from MOY to EOY</p> <p>* By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY.</p> <p>* By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY.</p> <p>* By May 2024, Increase the number of classrooms aligned to the curriculum by implementing instructional models from BOY to EOY by at least 10% through CST walks and walkthroughs</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Resources for Accelerated Instruction - 199 General Fund SCE - \$2,000</p> |  |  | | |
|---|--|--|--|--|

| Strategy 5 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 5: Teachers will implement student self-assessment practices to increase student ownership of learning in ELAR, Math, Science, and Social Studies. (Rubrics, Checklists, Success Criteria)</p> <p>Strategy's Expected Result/Impact: By May 2024, increase percentage of student at approaches/or higher on math STAAR by at least 10%</p> <ul style="list-style-type: none"> * By May 2024, increase percentage of student at approaches/or higher on reading STAAR by at least 10% * By May of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 10% from MOY to EOY. * By May of 2024 the percentage of students showing growth in math on REN 360 will increase by 10% from MOY to EOY. * By May of 2024 the percentage of students on or above level on BAS will increase by 10% from MOY to EOY * By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY. * By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY. * By May 2024, Increase the number of classrooms aligned to the curriculum by implementing instructional models from BOY to EOY by at least 10% through CST walks and walkthroughs <p>Staff Responsible for Monitoring: Administration, Leadership Team, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
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| Strategy 6 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 6: Teachers will implement GT plans to challenge GT students and improve their overall performance through Tier 1 instruction and interventions.</p> <p>Strategy's Expected Result/Impact: GT and Enrichment Plans GT Night GT Projects</p> <p>* By October 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans. * By December 2023, 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan. * By February 2024, 100% of the GT teachers will have identified and began implementing 5 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric. *By May of 2024, GT students will have maintained or increase performance to mastery.</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: GT Resources and Instructional Materials - 199 General Fund SCE - \$792</p> | Formative | | | Summative |
| | Oct | Dec | Feb | June |
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| Strategy 7 Details | Reviews | | | |
|--|-----------|---|-----|-----------|
| Strategy 7: Tutorials and extended learning days Strategy's Expected Result/Impact: By May 2024, increase percentage of student at approaches/or higher on math STAAR by at least 10% * By May 2024, increase percentage of student at approaches/or higher on reading STAAR by at least 10% * By May of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 10% from MOY to EOY. * By May of 2024 the percentage of students showing growth in math on REN 360 will increase by 10% from MOY to EOY. * By May of 2024 the percentage of students on or above level on BAS will increase by 10% from MOY to EOY * By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY. * By May of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 10% from MOY to EOY. * By May 2024, Increase the number of classrooms aligned to the curriculum by implementing instructional models from BOY to EOY by at least 10% through CST walks and walkthroughs Staff Responsible for Monitoring: Administration, Leadership Team, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Supplies and materials for Tutorials - 199 General Fund SCE - \$4,643 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| | N/A |  | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| Problem Statement 1: Students in primary grades are reading below grade level expectations. Root Cause: There are missed opportunities to address all Tier 3 students during the intervention block due to inconsistent plans and follow through. |
| Problem Statement 2: All staff do not have adequate training to effectively deliver interventions for Tier 3 students. New teachers do not fully understand or always implement the instructional models with fidelity. Root Cause: We are missing additional instructional opportunities aside from the designated PD days to provide ongoing structured professional development for all instructional staff. |
| Problem Statement 3: Intervention blocks were not consistent throughout the school year. Root Cause: The campus does not have a systematic approach to implementing intervention models for all students during the intervention blocks. |

Student Learning

Problem Statement 4: Achievement gaps exist for subpopulation of students in reading and math. **Root Cause:** We are missing specific opportunities of observation and feedback cycles as it relates to small group instruction and Tier 1 instruction.

School Processes & Programs

Problem Statement 1: Staff will need to implement instructional strategies and implement the instructional models with fidelity that is provided in the curriculum along with implementing dispositions in the classroom to implement best teaching practices while supporting students social and emotional needs. **Root Cause:** As struggling students enter the classroom, teachers will need to teach out of their comfort zone and meet students at their individual needs. Teachers will need to implement appropriate instructional models, differentiated strategies, and progress monitoring in order to close the instructional gap and gather data for additional supports through tier intervention, 504, or special education.



Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working







Performance Objective 1: By May 2024, Brazos Bend Elementary will improve culture and climate through student ownership of behavior practices, restorative practices, PBIS, staff and student incentives, and trauma informed responses practiced by staff and students as evidenced through the indicators of success.







Indicators of Success: Discipline Data, Culture/Climate Surveys (Parents, Students, Staff), PBIS Data

Formative:
By December 2023, BBE will decrease student discipline incidents by 10% from the previous school year.

Summative:
By May 2024, BBE will increase positive responses regarding bullying by at least 15% on the culture/climate survey.
By May 2024, BBE will increase the BOQ score from 77% to at least 87%.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Implement PBIS framework including schoolwide expectations to improve the culture and climate for all students and staff. Strategy's Expected Result/Impact: By May 2024, BBE will increase positive responses regarding bullying by at least 15% on the culture/climate survey. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
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| Strategy 2 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 2: Implement respect agreements for all stakeholders to improve the culture and climate for staff and students. Strategy's Expected Result/Impact: By May 2024, BBE will increase positive responses regarding bullying by at least 15% on the culture/climate survey. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Implement behavioral and academic goal setting for all students every 6-9 weeks. Strategy's Expected Result/Impact: By May 2024, BBE will increase positive responses regarding bullying by at least 15% on the culture/climate survey. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Provide monthly incentives for all students and staff to promote increased attendance. Strategy's Expected Result/Impact: By May 2024, BBE will increase attendance by 3%. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 5: Implement circles and counseling supports to address the SEL needs of all students and staff. Strategy's Expected Result/Impact: By May 2024, BBE will increase positive responses regarding bullying by at least 15% on the culture/climate survey. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Guidance Counseling Evaluation - 199 General Fund - \$1,900 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Brazos Bend's attendance rate is below the district's 96.5 goal. Root Cause: We are missing additional opportunities too incentive student attendance and provide wrap around support services for families needing help regarding attendance. |
| Perceptions |
| Problem Statement 1: Students struggle with the skills needed to resolve student conflict. Root Cause: Students need to have more opportunities to build and practice peer to peer relationship building. Teachers will also need more training on how to create those opportunities in the classroom through circles and restorative discipline. |



Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff


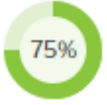




Performance Objective 1: By May of 2024, Brazos Bend Elementary will improve the retention rate of high-quality teachers and staff through mentorship, professional development, and PLC support to positively impact student achievement and the culture and climate as evidenced through the indicator of success.

Indicators of Success: Walkthrough Data, Staff Surveys, Culture/Climate Year at a Glance Calendar, PLC minutes, Staff Feedback Agendas and Minutes

Formative:
New teacher surveys will show at least a 80% satisfaction rating as it pertains to instruction and culture and climate by the MOY.
New teacher surveys will show at least a 98% satisfaction rating as it pertains to instruction and culture and climate by the EOY.

Summative:
By May 2024, the EOY staff retention rate will be maintained at 98%.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Implement a mentor program for year 1 teachers and include any experienced teachers needing additional support. Strategy's Expected Result/Impact: Formative: New teacher surveys will show at least a 80% satisfaction rating as it pertains to instruction and culture and climate by the MOY. New teacher surveys will show at least a 98% satisfaction rating as it pertains to instruction and culture and climate by the EOY. Summative: By May 2024, the EOY staff retention rate will be maintained at 98%. Staff Responsible for Monitoring: Admin, ILT, Team Leaders, TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |

| Strategy 2 Details | | Reviews | | | |
|--|--|---|---|-----|-----------|
| Strategy 2: Implement productive PLC systems and structures, such as using collaborative planning, unit planning, concept mapping, the EAA protocol, the micro-teaching tool, and the co-creation of summative and formative assessments in efforts to improve teacher clarity and student achievement. Strategy's Expected Result/Impact: Formative: New teacher surveys will show at least a 80% satisfaction rating as it pertains to instruction and culture and climate by the MOY. New teacher surveys will show at least a 98% satisfaction rating as it pertains to instruction and culture and climate by the EOY. Summative: By May 2024, the EOY staff retention rate will be maintained at 98%. Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: School Leadership Instructional and PD Resources - 199 General Fund - \$9,000 | | Formative | | | Summative |
| | | Oct | Dec | Feb | June |
| | |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |



Performance Objective 1 Problem Statements:










| School Processes & Programs |
|---|
| Problem Statement 1: Staff will need to implement instructional strategies and implement the instructional models with fidelity that is provided in the curriculum along with implementing dispositions in the classroom to implement best teaching practices while supporting students social and emotional needs. Root Cause: As struggling students enter the classroom, teachers will need to teach out of their comfort zone and meet students at their individual needs. Teachers will need to implement appropriate instructional models, differentiated strategies, and progress monitoring in order to close the instructional gap and gather data for additional supports through tier intervention, 504, or special education. |

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By June 2024, Brazos Bend elementary will improve community engagement through the implementation of family content events, partnerships with businesses and organizations, and collaboration with the community as evidenced through the indicators of success.

- Indicators of Success:** Family engagement counts
Attendance Sheets
Agendas
- Formative:
By January 2024, BBE will have a platinum status of at least 3.0 for parent engagement.
- Summative:
By May 2024, BBE will maintain platinum status of 4.5 or higher for parent engagement.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| Strategy 1: Host content nights in the fall and spring to increase community engagement and impact student achievement. Strategy's Expected Result/Impact: By May 2024, BBE will increase parent engagement by at least 20%. Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Security and Monitoring - 199 General Fund - \$1,250 |  |  | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 2: Host wellness activities in the fall and spring to increase awareness of health and well-being and it impacts student achievement. Strategy's Expected Result/Impact: By May 2024, BBE will increase parent engagement by at least 20%. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Health Services - 199 General Fund - \$1,250 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Host parent conferences in the fall and spring of 23-24. Strategy's Expected Result/Impact: By May 2024, BBE will increase parent engagement by at least 20%. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Host CPAC meetings in the fall and spring with a focus on continuous improvement by obtaining feedback from all stakeholders. Strategy's Expected Result/Impact: By May 2024, BBE will increase parent engagement by at least 20%. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 2 | Formative | | | Summative |
| | Oct | Dec | Feb | June |
| |  |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: Brazos Bend's attendance rate is below the district's 96.5 goal. Root Cause: We are missing additional opportunities too incentive student attendance and provide wrap around support services for families needing help regarding attendance. |
| Perceptions |
| Problem Statement 2: The campus can always work on ways to increase parental involvement. Root Cause: There are some language barriers, time conflicts, and missed opportunities to involve parents with instructional initiatives. |

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Brazos Bend Elementary

Total SCE Funds: \$7,435.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Compensatory Education Allotment funds are used for tutorials, transporation, accelerated instruction, and supplemental resources. \$792 are allocated for GT students' supplies, materials, and showcases.

Campus Funding Summary

| 199 General Fund | | | | | |
|----------------------|-----------------------|----------|--|--------------|-------------|
| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Instruction | | \$50,812.00 |
| 1 | 1 | 2 | Curriculum Development | | \$8,575.00 |
| 1 | 1 | 3 | Digital materials | | \$2,500.00 |
| 2 | 1 | 5 | Guidance Counseling Evaluation | | \$1,900.00 |
| 3 | 1 | 2 | School Leadership Instructional and PD Resources | | \$9,000.00 |
| 4 | 1 | 1 | Security and Monitoring | | \$1,250.00 |
| 4 | 1 | 2 | Health Services | | \$1,250.00 |
| Sub-Total | | | | | \$75,287.00 |
| 199 General Fund SCE | | | | | |
| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Resources for Accelerated Instruction | | \$2,000.00 |
| 1 | 1 | 6 | GT Resources and Instructional Materials | | \$792.00 |
| 1 | 1 | 7 | Supplies and materials for Tutorials | | \$4,643.00 |
| Sub-Total | | | | | \$7,435.00 |