

Eagle Mountain-Saginaw Independent School District

Bryson Elementary

2023-2024 Improvement Plan



Mission Statement

To foster a culture of academic excellence by instilling in students the importance of becoming life-long learners and innovative thinkers.

Vision

Students are entitled to have their individual learning needs met.

Students will learn in a safe, nurturing environment.

Continuous improvement should be based on disaggregated data.

Accountability is essential to success.

All stakeholders should be included in a collaborative culture.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bryson Elementary School is a Title I campus that proudly serves the Eagle Mountain-Saginaw school district. Since the opening of Bryson Elementary in 1984 the campus and community has seen a lot of growth and change. Bryson continues to serve a population of students representing the diversity found within Eagle Mountain-Saginaw ISD. Approximately 565 students are currently enrolled at Bryson Elementary grade levels Pre-Kindergarten through 5th grade.

Bryson Elementary's enrollment for the 2022-23 school year was 565 students. The enrollment equals the enrollment to end the 2022-23 school year.

Bryson Elementary serves a diverse community that continues.

This campus is in its 36th year of operation. Bryson Elementary has the following full-time staff members:

- 1 Principal
- 1 Assistant Principal
- 1 Admin Intern
- 1 Counselor
- 1 Librarian
- 22 General Education Teachers
- 4 Special Education Teachers
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Literacy Interventionist
- 1 Title 1 Reading Coach
- 1 Math Interventionist
- 1 Gifted/Talented Teacher
- 1 Speech Pathologist
- 1 Dyslexia Therapist
- 1 Diagnostician
- 1 Registered Nurse
- 2 Paraprofessionals (Specials Rotation)
- 4 Paraprofessionals (Special Education)
- 3 Paraprofessionals (Office)

Bryson Elementary also employs the following part-time employees:

- 1 Title 1 Math Coach
- 1 SEL Counselor

Bryson Elementary offers the following instructional programs and services: Gifted & Talented, ESL Content-Based, Special Education Resource, Special Education Life Skills, Special Education Speech Therapy, Dyslexia Services, Title 1 Reading Services, & Title 1 Math Services.

Demographic Data 2023-2024

African American	113
Hispanic	230
White	187
American Indian	4
Asian/Pacific	6
Multi-Racial	30

Demographics Strengths

Bryson has a diverse student population.

The Bryson PTA has a make up of parents who are invested in the campus, its growth and success. The PTA works together with the Bryson staff to best support students and the campus. Bryson PTA members substitute teach and volunteer throughout the school year to support the campus.

The Bryson staff and community have an invested interest in the campus. Staff and community members are a part of the community, attended Bryson as students and have family ties to the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A more transient student population. **Root Cause:** More apartments and rental properties have been established in the school zone. New homes have recently been built.

Student Achievement

Student Achievement Strengths

Much growth was made over the past 2 school years. Based on the growth that was made Bryson was able to elevate to a 85 B Campus. This was tied large in part to the amount of academic growth made in the grade levels 4th and 5th in both reading and math. As a campus growth has been a focal point with much of what we do and it has helped elevate our academic achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Gaps for students in grades K-2 reading below level still remains a campus focus. **Root Cause:** Instructional practices being utilized to achieve expected student outcomes.

Problem Statement 2 (Prioritized): Declined focus in the area of math. **Root Cause:** Student reading gaps have grown causing more of an instructional focus on teaching students to read and filling those reading gaps.

Problem Statement 3 (Prioritized): Lack of rigorous instruction through vertical alignment and extension opportunities. **Root Cause:** An instructional focus to teach to the TEKS and not past it for continuous growth.

School Culture and Climate

School Culture and Climate Summary

The Bryson school culture has shown great growth over the last 2 years. All but 2 grade level teachers are set to return for the 2023-24 school year. Teachers who returned truly believe in our vision of doing what is best for students. With a clearer vision and invested staff Bryson is on the path to continued growth and improvement.

Teachers and staff have been and continue to build relationships with parents through weekly communication, parent conferences, after school events and through their growth and improved instruction. There has been much growth made to improve the culture and climate through collaboration and collective efficacy. Parents and community have been supportive in an effort to grow the bond between campus and community.

School Culture and Climate Strengths

Culture & Climate Strengths

- The returning of teachers who truly buy in to the culture of doing what is best for students
- Hiring of new quality staff members
- Collaboration amongst teachers and staff members
- PLC
- Teachers supporting students across grade levels
- Weekly planning and preparation
- Culture building activities
- Emphasis on building relationships with students, staff and parents

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Consistent schoolwide student recognition throughout the school year. **Root Cause:** Lack of opportunities to meet as a campus.

Problem Statement 2 (Prioritized): Staff recognition for their contributions to student and campus success. **Root Cause:** Teachers and staff were primarily highlighted through campus newsletter.

Problem Statement 3: Increased level of accountability and expectations. **Root Cause:** Minimal teacher and staff turnover.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bryson Elementary is made up of a variety of teachers based on experience. We currently have three 0 year teachers. The staff that chose to return to Bryson have buy in to the school culture and prioritize doing what is best for students.

This year 18 new people were added to the staff and some additions were due to the growth in student population. There is currently a teacher vacancy and 5 paraprofessional vacancies. Quality teaching candidates apply for teaching positions within the district. Strong guidelines are set for the hiring of all staff members.

Bryson is focused on improving the quality of staff culture through growing and improving relationships within the staff, with students and with parents. Our teachers collaborate 2-3 times a week where they plan instruction, prepare instruction, share teaching strategies, activities and review data. The instructional leadership meets with grade levels once every other week and 2 to 3 times per month during staff meetings to guide and improve teacher instruction that will ultimately improve student outcomes.

Staff Quality, Recruitment, and Retention Strengths

Staff Quality Strengths

- Teachers are invested in the Bryson school and community.
- Teachers want to be heard at Bryson
- Teachers are growing and improving instruction through collaboration and PLC.

Recruitment

- There are quality candidates that have been hired this school year.
- With our continued growth more quality candidates will apply.
- EMS is a fast growing district with opportunities for teachers to grow.

Retention Strengths

- Many teachers have strong family and community ties to Bryson.
- There are various trainings and supports in place to grow teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Opportunities to recruit and hire as early as possible. **Root Cause:** The unknown of teacher departures and later staff transfer deadlines.

Problem Statement 2: More teachers retiring and leaving the field of education. **Root Cause:** Teacher workload due to the growth in student gaps and health concerns.

Problem Statement 3: Teacher burnout throughout the course of the school year(s). **Root Cause:** Added teacher work load with increased academic expectations and increased student behaviors.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum

- Use of district scope and sequence
- Planning and preparing lessons as grade level and/team
- Utilizing district materials and platforms to provide instruction

Instruction

- Teachers are collaborating and meeting during PLC to address and improve instruction
- Teachers are observing their peers to grow instructionally
- Teachers are assessing students daily
- Student data is utilized to drive instruction
- Vertical teaming

Assessment Summary

- Check for understanding points are built into lesson plans and lessons
- Students are assessed through quick assessments weekly
- Data meetings are carried out to address data and create an instructional plan based on data

Curriculum, Instruction, and Assessment Strengths

Teacher understanding of PLC and how to collaborate more effectively

Understanding of scope and sequence

Utilization of scope and sequence and resources

Planning and preparing lessons

Implementation of feedback provided to teachers by instructional leadership team

Teacher to teacher classroom observations to grow instructionally

Grade level to grade level classroom observations and debrief to grow instructionally as a team and teacher

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers being accustomed to collaborating on a consistent basis. **Root Cause:** Lack of or inconsistent PLC meetings, emphasis on collaboration and collaboration opportunities.

Problem Statement 2: The district and campus shift with a stronger focus on scope and sequence and alignment. **Root Cause:** New leadership and a sharpened district focus and expectation on utilizing a scope and sequence and district alignment to support a more transient student population.

Problem Statement 3 (Prioritized): Consistent teacher growth through daily observations and feedback to improve instruction and student outcomes. **Root Cause:** Admin prioritizing more teacher walk throughs and limited opportunities to observe teachers due to various admin duties.

Problem Statement 4: Teachers lack of understanding of district curriculum and resources. **Root Cause:** A wide focus and lack of opportunities for teachers to receive professional development from those who best understand the curriculum and resources.

Parent and Community Engagement

Parent and Community Engagement Summary

Bryson has strong support from parents through the community and PTA. The PTA is a cohesive group of individuals who work in and outside of the school for the betterment of Bryson students and staff. Bryson community members reach out to support the campus to address areas of needs. Local businesses offer their support during after school events. Local restaurants help promote the campus and raise money for the campus on spirit nights. Community members and parents support campus fundraisers to support students, teachers and staff.

Parent and Community Engagement Strengths

The Bryson parents and community want to see Bryson grow and our students succeed. Parents have volunteered to help during and after school hours. The PTA works closely with the school on ways to grow school and community relationship. Various parents are substitute teachers who sub for our teachers on a weekly basis.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Communication between parents/community with emphasis on positive communication. **Root Cause:** Emphasis on consistent positive parent communication by teachers and staff.

Problem Statement 2: Parents being supported by campus to better support students at home. **Root Cause:** Opportunities to provide parents with what resources to use and how to use those resources to support students at home.

School Context and Organization

School Context and Organization Summary

As a campus we have sharpened our focus on what we must do to grow as educators and grow our students. Although there are many actions that could be taken to improve a campus we have focused on 3 that we can become great at this school year. Improving our school **culture** through building relationships with students, staff and parents. Our focuses are **collaboration** through PLC, professional development, staff meetings, vertical team meetings and data meetings. Improving our instructional practices with a focus on **quality tier 1 instruction** through PLC utilizing the district scope and sequence, lesson plans, instructional leadership feedback, observing others and use of the gradual release and workshop instructional model.

School Context and Organization Strengths

Teachers have continued to grow through PLC and collaboration. Teachers are becoming more self aware as to what they need to do to improve instructional practices. Teachers are learning from one another and helping each other more often. Teachers are volunteering to model instruction, asking to observe others and taking more ownership and leadership during PLC.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The lack of clarity and prioritized responsibilities put on teachers to positively effect students outcomes. **Root Cause:** Teachers and staff having difficulties determining what actions are most vital to student success.

Technology

Technology Summary

Our campus is now one to one with technology. We are due for technology upgrades as some of our devices are out of date or nonfunctional. We have a computer lab that is utilized daily for students. Bryson is becoming more of a technology focused and driven campus as many other campuses are.

Technology Strengths

Teachers and students are becoming more familiar with how to utilize technology such as iPads, laptops and Smart Board. There are monthly trainings offered to the campus to help grow teacher knowledge on best ways to utilize and implement technology within lesson. Teachers are becoming more comfortable with the use of technology and building lessons where technology is being utilized by students.

Problem Statements Identifying Technology Needs

Problem Statement 1: Limited use of technology in daily instruction. **Root Cause:** A lack of functional devices for all students.

Problem Statement 2: Limited use of technology in daily instruction. **Root Cause:** Unfamiliarity of how to best use and implement technology into daily lessons.

Priority Problem Statements

Problem Statement 1: Gaps for students in grades K-2 reading below level still remains a campus focus.

Root Cause 1: Instructional practices being utilized to achieve expected student outcomes.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Declined focus in the area of math.

Root Cause 2: Student reading gaps have grown causing more of an instructional focus on teaching students to read and filling those reading gaps.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Lack of rigorous instruction through vertical alignment and extension opportunities.

Root Cause 3: An instructional focus to teach to the TEKS and not past it for continuous growth.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Staff recognition for their contributions to student and campus success.

Root Cause 4: Teachers and staff were primarily highlighted through campus newsletter.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Consistent schoolwide student recognition throughout the school year.

Root Cause 5: Lack of opportunities to meet as a campus.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Opportunities to recruit and hire as early as possible.

Root Cause 6: The unknown of teacher departures and later staff transfer deadlines.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Consistent teacher growth through daily observations and feedback to improve instruction and student outcomes.

Root Cause 7: Admin prioritizing more teacher walk throughs and limited opportunities to observe teachers due to various admin duties.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Communication between parents/community with emphasis on positive communication.

Root Cause 8: Emphasis on consistent positive parent communication by teachers and staff.

Problem Statement 8 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data

- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Excellence in Academics: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students.

Performance Objective 1: 85% of students assessed with BAS will make at least one year's growth.

High Priority

Evaluation Data Sources: BOY, MOY, EOY data from BAS and SLO growth goals aligned to T-TESS Summative Evaluation.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use quality small group guided reading instruction and strategies to meet student needs with a focus on comprehension. Strategy's Expected Result/Impact: Students' comprehension skills will improve one year. Staff Responsible for Monitoring: Teachers, interventionists, instructional coaches and administration. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet weekly with instructional leadership team in PLC meeting to improve instruction and student outcomes. Strategy's Expected Result/Impact: Improved teacher instruction, engaged students, increased scores and growth on BAS & DCA Staff Responsible for Monitoring: Teachers, instructional coaches and administration. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Grade level and leadership data meetings conducted each six weeks to determine and monitor interventions. (PDSA) Strategy's Expected Result/Impact: Teachers will review data to guide future instruction. Students will be aware of where they are and set growth goals towards continuous improvement. Staff Responsible for Monitoring: Monitoring data folders, quick formative assessments and DCA data. Using data to help support teacher instructional practices. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers provide students with daily quality tier 1 instruction that is aligned with the scope and sequence. Strategy's Expected Result/Impact: There will be a decrease in student gaps. Staff Responsible for Monitoring: Teachers, coaches, interventionists and admin. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: BAS testing of students will be administered by different educators for classes throughout the school year. Strategy's Expected Result/Impact: To increase the authenticity of students BAS results. Staff Responsible for Monitoring: Teacher and Instructional Leadership Team. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Excellence in Academics: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students.





Performance Objective 2: 20% growth in the area of "Masters" on the 2022-23 STAAR assessment.

High Priority

Evaluation Data Sources: STAAR Test

Strategy 1 Details	Reviews			
Strategy 1: Teachers provide students with daily quality tier 1 instruction that is aligned with the scope and sequence. Strategy's Expected Result/Impact: There will be a decrease in student gaps. Staff Responsible for Monitoring: Teachers, coaches, interventionists and admin. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use data to tier students in order provide intentional and specific tier 2 and tier 3 instruction. Strategy's Expected Result/Impact: Students who need specific support will be identified and supported through quality tier 2 and tier 3 instruction. Staff Responsible for Monitoring: Teachers & Interventionists. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize district resources and instructional resources found within the scope and sequence to support instruction, provide assessments, provide student practice and ensure rigor. Strategy's Expected Result/Impact: Students will deepen their understanding of TEKS to improve outcomes. Staff Responsible for Monitoring: Teachers, coaches, interventionists and admin. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Dec	Feb	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Prioritize "Power TEKS" within tier 1, 2 and 3 instruction, homework and spiraling activities. Strategy's Expected Result/Impact: An instructional focus will be made on TEKS that are most important and necessary for most student growth and success. Staff Responsible for Monitoring: Teachers & coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Dec	Feb	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Provide students with weekly extension activities to be plan out during collaboration and in PLC to increase rigor and extend students thinking. Strategy's Expected Result/Impact: Students will have more opportunities to be challenged and extend their learning		Formative			Summative
		Dec	Feb	Mar	June





<p>which will lead to more higher level thinking, questioning and responding.</p> <p>Staff Responsible for Monitoring: Teachers & Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Excellence in Academics: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students.

Performance Objective 3: 100% of teacher will utilize the Vertical Alignment Document during planning to support extension.

Evaluation Data Sources: Extension activities present in all lesson plans that align with specific vertically aligned TEKSs.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet once each 4-6 weeks for vertical teaming. Strategy's Expected Result/Impact: Teachers will improve understanding of TEKS at grade levels before and after the grade level they currently teach to improve scaffolding & extending instruction. Staff Responsible for Monitoring: ILT & Teacher Team Leaders Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will input at least one extension activity aligned with TEKS being taught within their lesson plans. Strategy's Expected Result/Impact: Help teachers become more purposeful with planning extension activities and increase instructional rigor. Staff Responsible for Monitoring: ILT & Teacher Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Weekly lesson plan checks and walk through observations with emphasis on tracking extension activities. Strategy's Expected Result/Impact: Teachers will raise their level of instructional delivery to meet the needs of all students. Staff Responsible for Monitoring: ILT & Teacher Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 1: 100% of grade levels will collaborate with their teams 2 times per week to plan and discuss instructional practices, instructional delivery, lesson plans, lesson preparation and data review.

High Priority

HB3 Goal

Evaluation Data Sources: Formative assessments, BAS, istation, mclass and DCA.

Strategy 1 Details	Reviews			
Strategy 1: PLC meetings will be held for all grade levels once every 2 weeks during the school day and once per month after school to promote collaboration and improve instruction & student outcomes. Strategy's Expected Result/Impact: Teachers will begin to on more of a leadership role during PLC meetings and staff meetings. Staff Responsible for Monitoring: Teachers & ILT ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional leadership team will check weekly lesson plans and provide teachers with feedback to improve instruction. Strategy's Expected Result/Impact: Teachers will be held more accountable for planning and quality of lesson plans. Instruction will improve therefore improving student outcomes. Staff Responsible for Monitoring: Instructional Leadership Team & Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Data meetings will be held every 4-6 weeks with emphasis on reading levels, foundational math & DCA results. Strategy's Expected Result/Impact: Data will be reviewed to improve instruction and student outcomes by identifying and reviewing low performing TEKS, student results and teaching strategies. Staff Responsible for Monitoring: Teachers, students and ILT. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: ILT will review PLC and Data Meetings and collaborate on ways to improve the process and outcomes during instructional leadership meetings. Strategy's Expected Result/Impact: Identifying strengths and areas for growth based on observations of meetings through teacher collaboration and next step plans created. Staff Responsible for Monitoring: Instructional Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Instructional Coaches will plan with grade levels weekly as needed and requested. Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the scope and sequence to improve understanding of curriculum, instruction and student outcomes. Staff Responsible for Monitoring: Instructional Coaches Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 2: Representation from all grade levels and teams at 90% of the PTA meetings.

Evaluation Data Sources: Tracking teacher attendance at each meeting held.





Strategy 1 Details	Reviews			
Strategy 1: Teachers and PTA will collaborate to plan events throughout the school year. Strategy's Expected Result/Impact: Events will be thoroughly thought out discussed and planned. Staff Responsible for Monitoring: Admin, teachers & PTA. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Events will be held to raise money for the campus. Strategy's Expected Result/Impact: The money raised will be used to support teachers and staff. Staff Responsible for Monitoring: Admin, Teachers & PTA. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Events will provide an instructional focus in the subject areas of ELAR and Math. Strategy's Expected Result/Impact: Parents will have a clearer view of what is occurring in teachers classrooms and ways they can support their child at home. Staff Responsible for Monitoring: Teachers and ILT ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Incentives will be provided to teams who have at least one team member present at 90% or more of PTA meetings. Strategy's Expected Result/Impact: Teachers will have more understanding of the PTA, more teacher input and more buy in to improve relationship between school & community. Staff Responsible for Monitoring: Admins Title I: 2.4, 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		Formative			Summative
		Dec	Feb	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 3: 100% of teachers will collaborate with students bi-weekly to discuss student data and add data pieces to data folders.

Evaluation Data Sources: Information gathered and discussed during data meetings and the reviewing of data folders.

Strategy 1 Details	Reviews			
Strategy 1: ILT monthly students data folder checks. Strategy's Expected Result/Impact: Accountability to ensure data is being reviewed with students and filed in data folders. Staff Responsible for Monitoring: Teachers and ILT ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will include data meeting focused dates within lesson plans. Strategy's Expected Result/Impact: Teachers will be more intentional about ensuring data meetings are occurring and student data folders are being updated. Staff Responsible for Monitoring: Teachers and ILT ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 4: Vertical team meeting will be carried out 1-2 each 6 weeks to strengthen instruction and improve student outcomes with a focus on rigor, scaffolding and extending instruction.

High Priority

Evaluation Data Sources: Tracking of vertical meetings held, observation of staff meetings, lesson plan improvement and instructional growth.

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 5: At least 1-2 events each 9 weeks will be carried out by the PTA to promote and build campus and community.

Evaluation Data Sources: Documentation of PTA meetings, events and event success based on participation and money raised if in correlation with a fundraiser event.

Strategy 1 Details	Reviews			
Strategy 1: Promote PTA meetings with all staff and community members via staff meetings and newsletter. Strategy's Expected Result/Impact: More teachers, staff and parent attendance. Increased by in to PTA and PTA activities. Aligned goals and objectives between campus and community. Staff Responsible for Monitoring: Admin & PTA President Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly & monthly family communication with parents to ensure information is shared, PTA growth and parent participation. Strategy's Expected Result/Impact: Parents will become more involved in the campus and campus to community communication gaps will close which will lead to more opportunities to collaborate in an effort to best support students. Staff Responsible for Monitoring: Admin & PTA Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 1: 100% of school safety drills will be carried out by students and staff with fidelity.

Evaluation Data Sources: Reviewal and discussion of each drill with emphasis on improvement for the following drill.

Strategy 1 Details	Reviews			
Strategy 1: Scheduling of all drills multiple weeks in advance of drill. Strategy's Expected Result/Impact: Administration can discuss process and teachers can prepare students. Staff Responsible for Monitoring: Admin. ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Providing teachers, staff and students with feedback following drills. Strategy's Expected Result/Impact: Teachers, students and staff will improve drill process. Staff Responsible for Monitoring: Teachers and admin. ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Daily exterior doors, classroom doors and window checks by admin to ensure school safety. Strategy's Expected Result/Impact: Improved safety awareness for all students and staff. Increased safety measures to ensure the safety of all. Staff Responsible for Monitoring: Admin Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 2: Our campus will hold a 95% attendance rate or better.

Evaluation Data Sources: Attendance reports ran by school registrar/attendance clerk.

Strategy 1 Details	Reviews			
Strategy 1: Weekly reports will be ran to monitor student attendance. Strategy's Expected Result/Impact: Reports will help staff identify and track students with attendance concerns and contact parents. Staff Responsible for Monitoring: Assistant Principal and Registrar	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Incentives and/or positive recognition will be provided for students who have perfect or near perfect attendance. Strategy's Expected Result/Impact: Teachers and parents will be more motivate to get students to school and have them on time. Staff Responsible for Monitoring: Teachers, registrar & admin	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Attendance notification letters will be sent home based on district and state attendance expectations. Strategy's Expected Result/Impact: Students will be more present and on time to school. Staff Responsible for Monitoring: Assistant Principal and Registrar	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Increased home visits for students with continuous absences to ensure student wellness, improve attendance and improve student results. Strategy's Expected Result/Impact: Improved student attendance and parent awareness. Staff Responsible for Monitoring: Admin, Social Worker & Counselor. Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

State Compensatory

Budget for Bryson Elementary

Total SCE Funds: \$0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Bryson Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Tracy Rogers	Reading Interventionist	1
Virginia Lopez	Math Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelica Martinez	Math Coach		1
Jana Mueller	Reading Coach		1