

Eagle Mountain-Saginaw Independent School District

Bryson Elementary

2020-2021 Campus 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. Although there have been many changes to Bryson Elementary since we welcomed our first Bobcats to campus in 1986, Bryson continues to serve a population of students representing the diversity found within Eagle Mountain-Saginaw ISD. Approximately 549 students are currently enrolled in kindergarten through fifth grade.

2020-2021 Data

Enrollment by Ethnicity: 527 students

White	41%
African American	13%
Hispanic	41%
Asian	1%
Native American	0%
Other or Two or more races	3%

Special Population Information:

Economically Disadvantaged	57%
LEP	8%
At-Risk	54%
Special Education	15%
Gifted and Talented	5%
Mobility	14%

Knowing that it is crucial for us to focus on the needs of all students, our campus strives to maximize instructional time by implementing rigor and relevance into our lessons guided by the Fundamental Five framework. Furthermore, Bryson Elementary provides many programs to meet the needs of our diverse learning population, including the Title

Reading and Title Math programs, Dyslexia, and Gifted and Talented support. Bryson Elementary also embraces two self-contained Special Education programs, Structured Learning Environment, in addition to Special Education resource and speech programs.

As a campus, staff members diligently follow District guidelines for Response to Intervention (RtI) by providing tiered educational and behavioral interventions for general education students needing extra support.

Demographics Strengths

Bryson Elementary continues to grow in numbers. With increased enrollment, diversity among our students has become a true strength of the Bryson community as we serve students from a variety of ethnic backgrounds and socioeconomic levels.

Over the past couple of school years, we have consistently increased attendance for campus events such as Parent Nights, Lunch with a Loved One, class parties, and grade level activities. Furthermore, we have strengthened our partnership with the PTA which has also enhanced participation in events like Boo-Thru, Red Ribbon Week, and dances

Through PLC Meetings and professional development opportunities, our Bryson staff continues to better understand individual student needs. Additionally, through data tracking and goal setting, students are consistently monitored with an increased focus on Tier I instruction and personalized interventions.

Goals


Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 1: 100% of students assessed with BAS will make one year's growth.

Targeted or ESF High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: Teachers will use small group guided reading strategies to meet student needs, especially focusing on comprehension..</p> <p>Strategy's Expected Result/Impact: Students' comprehension skills will improve one year.</p> <p>Staff Responsible for Monitoring: Teachers, principal, instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Teachers will meet weekly with instructional coach to plan backwards design lessons to engage all learners.</p> <p>Strategy's Expected Result/Impact: Engaged students, increased scores on DCA, BAS</p> <p>Staff Responsible for Monitoring: teachers, coaches, principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 3: Teacher directed data meetings conducted each six weeks to determine and monitor interventions. (PDSA)</p> <p>Strategy's Expected Result/Impact: Students getting the support they need from staff.</p> <p>Staff Responsible for Monitoring: teachers, coaches, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				





Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 2: 95% of students will recoup skills missed during the COVID-19 pandemic mandatory shutdown of Spring 2020.

Targeted or ESF High Priority

Evaluation Data Sources: DCA, post assessments, STAAR

Summative Evaluation: None

<p>Strategy 1: Teachers will implement pre, mid and post testing to monitor math standards that were taught during Distance Learning during the COVID-19 shutdown.</p> <p>Strategy's Expected Result/Impact: Students will be taught skills from the spring and monitored to ensure mastery of content.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, interventionists, principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Teachers will implement curriculum developed scaffolding to reteach missed content due to the Covid-19 pandemic mandatory shutdown.</p> <p>Strategy's Expected Result/Impact: Students will recoup skills lost or missed.</p> <p>Staff Responsible for Monitoring: teachers, coaches, principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).


Performance Objective 3: 100% of Remote, In-person and hybrid teachers will plan together to design lessons, analyze data, and ensure best practices in order to meet the needs of all students.


Targeted or ESF High Priority


Evaluation Data Sources: Planning meetings with coaches, PLCs, DCAs, SLOs, pre, mid, post assessments, walkthroughs, T-TESS


Summative Evaluation: None

Strategy 1: Teachers will plan together with coaches one day a week to set up engaging lessons for students. Strategy's Expected Result/Impact: Aligned curriculum and plans Staff Responsible for Monitoring: teachers, coaches, principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 1: Classroom teachers will work in Professional Learning Communities to work Plan Do Study Act activities to best meet the needs of each student.

Targeted or ESF High Priority

Evaluation Data Sources: CARE Teams, Data Meetings, Vertical Planning, grade level content planning
Movement of students between tiers as tracked on data wall, and in student data folders

Summative Evaluation: None

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 2: Provide opportunities for students to move in and out of remote setting to meet the needs of students with extenuating circumstances to ensure that quality instruction continue.

Targeted or ESF High Priority

Evaluation Data Sources: DCAs, BAS, teacher observation, attendance data, STAAR

Summative Evaluation: None

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 3: To safely provide family engagement activities in order to connect school to home and bridge the gap between in-person and remote learners.

Targeted or ESF High Priority

Evaluation Data Sources: Facebook page, Boo-Thru, Skyward, Virtual Meet the Teacher, Beep and Greet, Storybook pumpkin decorating contest

Summative Evaluation: None

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 1: 100% of staff members, students, and parents will understand and implement the EMS ISD health safety measures and the Bryson Safe Reopening Plan.

Targeted or ESF High Priority

Evaluation Data Sources: COVID-19 Dashboard

Summative Evaluation: None

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 2: Students and staff will be provided SEL opportunities through counselor guidance lessons, wellness Wednesday staff opportunities, and Ruby Payne strategies for meeting Emotional poverty needs in all demographics.

Targeted or ESF High Priority

Evaluation Data Sources: Surveys, discipline referral data, BOB folders, observation, climate

Summative Evaluation: None

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 3: 100% of remote teachers will be provided a safe collaborative environment to meet weekly to celebrate, brainstorm, and problem solve.

Targeted or ESF High Priority

Evaluation Data Sources: Weekly meetings, DCAs, pre, mid, post tests, surveys

Summative Evaluation: None

Addendums