

San Antonio Independent School District

Briscoe Elementary

2022-2023 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS 1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)	16
Goal 2: ENSURE PROFICIENCY 2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)	25
Goal 3: ENSURE PROFICIENCY 2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR	27
Goal 4: ENSURE PROFICIENCY 2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)	30
Goal 5: ENSURE PROFICIENCY 2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates	34
Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS 3a: Increase the percent of Grade 8 students earning HS credit	35
Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS 3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)	36
Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS 4a: Increase the % meeting TSI/SAT/ACT college-ready performance	37
Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS 4b: Increase the % of HS students College, Career, & Military Ready (CCMR)	38
Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS 4c: Increase the percent of graduates attending College	39
Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY 2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)	40
Title I	41
1. Comprehensive Needs Assessment (CNA)	42
1.1: Comprehensive Needs Assessment	42
2. Campus Improvement Plan	42
2.1: Campus Improvement Plan developed with appropriate stakeholders	42
2.2: Regular monitoring and revision	43
2.3: Available to parents and community in an understandable format and language	43
3. Annual Evaluation	43
3.1: Annually evaluate the schoolwide plan	43
4. Parent and Family Engagement (PFE)	44
4.1: Develop and distribute Parent and Family Engagement Policy	44
4.2: Offer flexible number of parent involvement meetings	44
5. Targeted Assistance Schools Only	44
Campus Funding Summary	44

Comprehensive Needs Assessment

Revised/Approved: June 9, 2022

Demographics

Demographics Summary

Briscoe Elementary has 409 students.

PK: 61 students

K: 60 students

1st: 53 studentws

2nd: 53 students

3rd: 53 students

4th: 70 students

5th: 59 students

Female 48%, Male 52%

Hispanic 96%, White 2%, Black 1%

Economically Disadvantaged 93%, Limited English Proficient 30%, GT, 3%, Special Education 14%, At-Risk 76%, Section 504 2%, Dyslexia 3%, and Homeless 2%

Student enrollment has remained stable for the last two years.

Our attendance averages 89% weekly. Our mobility rarte is 13%.

Demographics Strengths

Briscoe is a neighborhood school with a rich history of parents and grandparents attending the school previously. The community is supportive and parents participate in school events. Our completion rate is at 100% with no retentions. Our attendance averages 89% weekly. The average class size is 20 students. The mobility rate of students is 13%. The majority of our special education students are mainstreamed in the regular education classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although student enrollment has remained stable for the last two years, daily attendance has declined from 96.6% in 2019-2020 to 89.1% in 2021-2022. **Root Cause:** System for calling/notifying parents of absences was not consistently implemented.

Problem Statement 2: On the 2022 STAAR Reading, economically disadvantaged students scored 24% at the Meets Level. **Root Cause:** Inconsistent implementation of instructional strategies and practices in different learning environments.

Student Learning

Student Learning Summary

STAAR Results:2022

Reading Approaches 50%

Reading Meets 25%

Reading Masters 15

Math Approaches 42%

Math Meets 14%

Math Masters 5%

Science Approaches 44%

Science Meets 16%

Science Masters 2%

TELPAS 43% met target

Academic Growth: Raw score 78 Scale score 85

Closing the Gaps: Raw score 52. Scale score 71

Total Accountability Score: 81%

MAP Results:

EOY

Kinder Math: app: 47% meets:25%. Masters: 7% Kinder Reading: app: 40% meets:17% Masters: 4%

First Math: app.34% meets: 21%. masters: 13%. First Reading: app 23% meets:6% masters:2%

2nd Math: app 31% meets: 9% Masters: 4% 2nd Reading: app 40% meets: 19% Masters: 4%

3rd Math: app 26% meets:11% masters: 2%. 3rd Reading: app 42% meets: 19%. Masters 2%

Assessments, formal and informal, are in place at certain intervals to observe mastery. Checklists are used by teachers and students to determine areas of need and document student growth. Administrators conduct learning walks, walk throughs and observations. Teachers develop lesson plans that are sent to the principal and AP. Fountas and Pinnell

assessments and Running Records are collected on a regular basis. Formative and summative assessments occurs as needed by each grade level weekly. The IS and IB Coordinator meet with each grade level weekly to discuss lessons, student achievement, and areas of need/growth.

Students are placed on Tier 3, 2 or 1 in order to receive additional interventions. The time needed to input, facilitate and organize MTSS meetings is extremely time consuming and takes time away from campus administration being in the classrooms and supporting teachers. Holding meetings with all stakeholders is difficult to schedule based on various schedules and leads to extended time for the MTSS process. At-Risk and struggling students are provided with interventions during the school day and offered tutoring before or/and after school.

Teachers are trained in Differentiated Instruction to develop plans of action to help students in need.

Teachers utilize Focused Math and Focused Reading RTI Intervention kits in English and Spanish for grades K-5.

Student Learning Strengths

Students at Briscoe participate in the Primary Years Programme which is part of the International Baccalaureate program. This program reinforces the Learner Profile, Approaches to Learning, Key Concepts, and allows students to study units of inquiry. Students at Briscoe are able to formulate questions and to make connections across content areas. Communities In School plays a proactive, positive role with our students and helps to increase overall student achievement through tutoring, counseling and small group assistance.

Through Exhibition and PYP Showcase, students are able to research a topic, and then create a presentation to present to students, staff, and the community. Students have a strong sense of voice and choice.

Overall the campus has a low retention rate.

The campus celebrates student achievements and success through various recognitions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 2 (Prioritized): In 2022 student achievement in Math at the approaches level, increased from 24% to 50%. Although this is an increase, we need to be at 80% of students at the approaches level. **Root Cause:** Inconsistent implementation of instructional strategies and practices in different learning environments.

Problem Statement 3: In 2022, on all tests, Reading 25%, Math 13%, and Science 16%, of students scored at the Meets level. **Root Cause:** Inconsistent implementation of instructional strategies and practices in different learning environments.

Problem Statement 4 (Prioritized): In 2022, 5th grade Science STAAR results were 16% at the Meets level. **Root Cause:** Inconsistent implementation of hands-on activities and

practices in classroom lab setting.

School Processes & Programs

School Processes & Programs Summary

Briscoe Elementary School is an International Baccalaureate (IB), Primary Years Programme (PYP) school. Within each Unit of Inquiry teachers develop integrated lessons and inquiry based activities that increase student achievement and learning. Teachers have developed formative and summative assessments utilizing the TEKS along with PYP Unit Inquiry assessments to measure student achievement. Results from these assessments are used to inform instructional decisions, i.e. re-teach, small groups, targeted remediation and intervention. The Leadership Team conducts learning walks, walk throughs and observations to determine areas of strengths and improvements needed. Implementation Specialists also provide coaching and feedback to teachers. Teachers develop Units of Inquiry and lesson plans that the Leadership Team gives feedback on a regular basis. MAP Testing, Fountas and Pinnell assessments, and PYP Unit Formative and Summative assessments are completed as required each six weeks. The Leadership Team meets with each grade level in PLC's and planning days to discuss Units of Inquiry, lessons, student achievement, and areas of need/growth.

MTSS meetings are held during grade level PLC's for Tier 2 and 3 students. At-Risk and struggling students are provided with interventions during the school day and offered tutoring before or/and after school. However, the MTSS system lacks structure consistency to be user friendly and accurately collect data in a timely manner.

Teachers were trained in Differentiated Instruction, Visible Thinking Strategies, and Question Formation Technique to meet the needs and provide inquiry opportunities in the classroom. Teachers are requesting additional training on interdisciplinary training and how to integrate lessons that incorporate all subjects.

Teachers access data which drives the instruction, reteaching and tutoring. Teachers and students are tracking student reading progress. The district has provided some resources for reading and science. Intervention kits for Reading and Math were purchased by the campus. There is a lack of proactive content specific training and resources provided by the district. Resources provided are given mid-year or later. Resources are needed in a timely manner to impact student learning and achievement. Our students use Imagine Math and Prodigy consistently for Math interventions. There is a consistent campus wide Reading intervention for struggling readers. Students use Istation and Focused Reading Intervention. We have seen gains in the majority of the students using the program. Bilingual classrooms are lacking appropriate resources to implement Balanced Literacy and PYP effectively in addition to testing and assessment resources.

The district has provided students with one to one technology for each student. Teachers still lack some of the technology resources that they need to be able to implement the current district approved applications.

The overall cultural in the classrooms is positive. The classroom teachers have good behavior management systems in place. There were only 15 discipline issues last year.

To ensure a positive school climate at Briscoe Elementary we create a welcoming environment, maintain Briscoe pride, and encourage parental involvement. Parent surveys show that parents are satisfied with their school and the education their children receive. Parent input about culture and climate is obtained during monthly parent meetings via Zoom. During the meetings there are opportunities for questions and answers as well as time for concerns to be discussed between the parents and administration.

Both the students and the teachers view Briscoe as a safe, friendly, and positive environment. To help reinforce Briscoe's disciplinary policies we review the Briscoe Essentials, which are for our students to be safe, caring, respectful and responsible during morning announcements. Also, the school counselor implements the Learner Profile, Approaches to Learning, and Key Concepts in guidance lessons. Teachers implement, teach, and model the Learner Profile daily as well. The PYP Learner Profile and Approaches to Learning have replaced PBIS.

Teachers use their own trackers and data collection systems to analyze data on formative and summative assessments. We had some meetings to discuss areas of strength and need with grades 3rd-5th. Other grade level conversations occur within PLC's.

Briscoe utilizes a tiered hiring process. Applications are vetted, and then applicants are called in for an interview. The first initial interview is a screener. If a candidate gets past, the first interview then they are asked to come in for a panel interview. At times, candidates are asked to come in and conduct a mini-lesson. All new teachers are assigned a mentor. All 2nd and 3rd year teachers are given a buddy. We have an Instructional Coach and IB Instructional Coordinator to support teachers.

Administration meets weekly to discuss trends in the walkthroughs and data.

School Processes & Programs Strengths

The implementation of the IB and PYP programs has impacted student learning on campus by intergrating content areas and develop Units of Inquiry to organize teaching and learning. Utilizing resources that meet the requirements will ensure that instruction cognitively demanding and challenging for our students. This is evident when reviewing student outcomes and mastery as revealed through formative and summative assessments, district wide and state assessment, as well as inquiry based learning outcomes.

Lesson plans and walkthrough observations provide evidence that teachers are and continue to implement the district's curriculum. The expectation is that teachers strategically incorporate a variety of instructional strategies, visible thinking strategies, the PYP curriculum, inquiry based learning, higher level questioning and activities as well as a variety of different activities to address the various learning styles of all students, so they can successfully engage in authentic learning experiences, and make connections between their learning, inquiry, and real-world problems. Expectations of using GRR and content objectives are being implemented. The instructional focus is on alignment of TEKS, Activities, and Assessments.

All students are welcomed daily at Briscoe by staff. Staff members welcome students and greet visitors on campus. Students follow safety expectations and feel safe on campus.

Students have a respectful and good relationship with teachers. Students strive to do their best and work hard for themselves and for their teachers. Teachers are mutually respectful to students and encourage students to do their best.

We also want all students to feel welcome when they first arrive at Briscoe. The school counselor will meet with new students at the beginning of the school year and after the winter break to answer any questions.

Disciplinary practices and decision are made by the administrative team. The assistant principal deals with most of the behaviors, but is also proactive in getting the counselor and principal involved when necessary. Our teachers try to handle the situation in the classroom. They believe that when they send a student to the administrative team then they are taking away their own power. The administrative team knows when a student is sent to the office, it is a serious offense.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 2022, according to MOY Math MAP data, 56% of students performed below grade level for math fluency and computations. **Root Cause:** Lack of a school wide system for practicing math fluency.

Perceptions

Perceptions Summary

To ensure a positive school climate at Briscoe Elementary, we create a welcoming environment, maintain Briscoe pride, and encourage parental involvement. Parent surveys show that parents are satisfied with their school and the education their children receive. Parent input about culture and climate is obtained during monthly parent meetings. This information is included in the Family-School Relationships Survey, Family-School Relationships Survey.

Summary

Dress Code: 89%

Family Engagement/Input: 84%

Family Involvement: 46%

School Climate: 89%

School Fit: 85%

School Safety: 83%

Student SEL Survey: Grades 3-5

Growth Mindset: 50%

School Safety: 72%

Self-management: 67%

Sense of Belonging 75%

Social Awareness: 67%

During the meetings there are opportunities for questions and answers as well as time for concerns to be discussed between the parents and administration. The FACE Specialist assists with the Principal's Coffee and maintains positive relationships with parents.

All written communication to parents is provided in English and Spanish. A website and monthly calendar are used to communicate special events held on campus. During special events and meetings, translation is provided as needed.

Both the students and the teacher view the Briscoe campus as a safe, friendly and positive environment. Our students know not to open the doors for anyone and that visitors must be let in by the office or an adult. We have signs reminding visitors to first check in at the office and signs that remind students not to open the doors. Students follow expected school-wide campus expectations and demonstrate Bear Essentials on a regular basis and are respectful to each other, staff and visitors. Teachers as well as administrators are viewed as very approachable.

The overall cultural in the classrooms is positive. The classroom teachers have good behavior management systems in place.

Briscoe Elementary has developed its' culture by developing policies that are a requirement of the IB. These policies include: Language, Assessment, Academic Integrity, and Inclusion. These policies guide how we do business.

Perceptions Strengths

Briscoe has a wonderful partnership with Supporting Multiple Art Resources Together (SMART) who collaborate with teachers to create Art integrated lessons connected to each grade levels Units of Inquiry and the TEKS. Students get to experience real-life art within an art studio, artist and various art experiences for our students. SMART has also created the S.M.A.R.T. garden, which is a learning environment for students.

We also partner with First Baptist Church (FBC). They bring a positive cultural to our campus by providing goodies for our staff, backpacks/supplies for our students, and the Snack Pac program (Briscoe Buddies). This program sends approximately 90 of our student home with food over the weekend.

Communities in Schools (CIS) is a necessity and a huge part of the positive cultural here at Briscoe. CIS brings in classes, clothes, mentors, counseling, volunteers and many resources to help our families in need.

Ft. Sam Houston Medical Battalion adopted Briscoe. The Ft. Sam Medical Battalion provides and donates uniforms, shoes, socks, hats, gloves, jackets, school supplies, teacher supplies, gym balls, and various other items all year long. In addition, they volunteer to work with students, participate as judges in the Science Fair, and volunteer at Career and Field Day.

Gold Coffee, which is located. next door to the school, provides donations, but also collaborates with Briscoe on food drives, stuffed animal drives, and other

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 2 % of the discipline referrals at Briscoe show that students struggle with how to appropriately self regulate. **Root Cause:** Lack of utilization of SEAD department resources.

Problem Statement 2: In 2022, according to the Parent Survey, 46% of 179 responses, indicated that they wanted to be more actively involved with the school. **Root Cause:** Lack of outreach to recruit parents to volunteer.

Priority Problem Statements

Problem Statement 2: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

Root Cause 2: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: 2 % of the discipline referrals at Briscoe show that students struggle with how to appropriately self regulate.

Root Cause 1: Lack of utilization of SEAD department resources.

Problem Statement 1 Areas: Perceptions

Problem Statement 3: In 2022 student achievement in Math at the approaches level, increased from 24% to 50%. Although this is an increase, we need to be at 80% of students at the approaches level.

Root Cause 3: Inconsistent implementation of instructional strategies and practices in different learning environments.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 2022, 5th grade Science STAAR results were 16% at the Meets level.

Root Cause 4: Inconsistent implementation of hands-on activities and practices in classroom lab setting.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals



Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS






1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: Increase this year's 3rd grade Reading STAAR Level II performance from 16% to 25% in the Economically Disadvantaged student group and by at least a 10% in all other student groups."

Evaluation Data Sources: STAAR
MAP

Strategy 1 Details	Reviews			
Strategy 1: Provide extended learning opportunities for students by having before and after school tutoring, lock ins, Saturday school. KPI/Metric/Measure: Sign in sheets tutoring plans Staff Responsible for Monitoring: Jennifer Emerson Pedro Coronado Cari Richter Michelle Charles Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - Local Maintenance - \$7,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Tier 3 students will receive daily interventions in Reading and Math. KPI/Metric/Measure: MAP Scores Pre and Post Assessments Staff Responsible for Monitoring: Jennifer Emerson Pedro Coronado Cari Richter Michelle Charles Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Pk - 5th grades will analyze student data during PLCs. The meetings will address current trends and ways to continuously improve instruction for all learners in the community. Subs will be needed for PLCs. KPI/Metric/Measure: Sign in Sheets Staff Responsible for Monitoring: Jennifer Emerson Pedro Coronado Cari Richter Michelle Charles Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 - Local Maintenance - \$5,000	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Students will attend a field trip to the Magik Theatre to increase their knowledge on different reading genres. KPI/Metric/Measure: Reflection Journals Staff Responsible for Monitoring: Karen Truelove Mary Valdez Cecilia Munoz Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: - 282 - ESSER - \$680	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:


Student Learning
Problem Statement 1: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.







Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 2: As a result of attending tutoring, there will be a 5% increase in students being program and/or grade-level ready.

Evaluation Data Sources: MAP
STAAR
Formative and Summative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will utilize TEK aligned resources to provide accelerated instruction. KPI/Metric/Measure: tutoring sign in sheets, tutoring lesson plans Staff Responsible for Monitoring: Jennifer Emerson Pedro Coronado Michelle Charles Cari Richter Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - Local Maintenance - \$5,000				

Strategy 2 Details	Reviews			
Strategy 2: Pre and Post Assessment analyzed during PLCs to determine tutoring content. KPI/Metric/Measure: Data tracker Pre and Post Assessment PLC sign in and agenda Staff Responsible for Monitoring: ACT Jennifer Emerson Cari Richter Pedro Coronado Michelle Charles Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide a print rich environment that includes pictorial and concrete representations. KPI/Metric/Measure: Walkthroughs pictures Staff Responsible for Monitoring: Oralia Lopez Teresa Olson Veronica Alvarado Title I: 2.4, 2.6 Problem Statements: Student Learning 1 Funding Sources: - 282 - ESSER - \$1,508.05	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 3: Increase 4th grade's STAAR Math Level II scores from 13% to 25% in the Economically Disadvantaged group.






Strategy 1 Details	Reviews			
Strategy 1: The campus will vertically align a problem solving process to ensure strategies are taught consistently from grade to grade. KPI/Metric/Measure: MAP Pre/Post Assessments PLC Data Journals Staff Responsible for Monitoring: Teachers Administration Funding Sources: - 199 - Local Maintenance - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will create TEKS and STAAR aligned exit tickets to track student progress and achievement data to modify and adjust instruction. KPI/Metric/Measure: Exit Tickets Data Trackers PLCs Staff Responsible for Monitoring: All teachers Leadership Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math -	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 4: By the end of 22-23 school year, interventions plans will be documented in the MTSS platform with 80% of plans having all three components.

Evaluation Data Sources: Branching Minds

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have dedicated PLC time to document, analyze and create accelerated learning plans. KPI/Metric/Measure: PLC sign-in sheets Data from Branching Minds Staff Responsible for Monitoring: Teachers Michelle Charles Title I: 2.4, 2.6 Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:


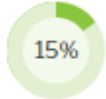




Perceptions
Problem Statement 1: 2 % of the discipline referrals at Briscoe show that students struggle with how to appropriately self regulate. Root Cause: Lack of utilization of SEAD department resources.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 5: Increase student attendance from 89% to 92%.

Evaluation Data Sources: Attendance records

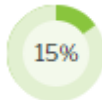





Strategy 1 Details	Reviews			
Strategy 1: Provide incentives to teachers and students to encourage daily attendance and to promote a culture of kindness. KPI/Metric/Measure: Attendance records Staff Responsible for Monitoring: Desiree Garcia Anayit Hernandez Title I: 2.4, 2.6 Funding Sources: - 199 - Local Maintenance - \$5,500	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Phone calls will occur daily and home visits will occur after the third absence in a row. KPI/Metric/Measure: Attendance Records Staff Responsible for Monitoring: Teachers Desiree Garcia, Data Clerk Anayit Hernandez, FACE Specialist Michelle Ayala, Communities in Schools Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 6: Increase student social-emotional awareness in real-world applications and decrease percentage of students unable to self-regulate from 5% to 3%.

Evaluation Data Sources: Rhythm data
Reflection journals
Guidance lessons

Strategy 1 Details	Reviews			
Strategy 1: Students will utilize the Rhythm application daily KPI/Metric/Measure: Rhythm Dashboard Staff Responsible for Monitoring: Karen Truelove Michele Bain Problem Statements: Perceptions 1 Funding Sources: - 199 - Local Maintenance - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will receive guidance lessons to address social emotional needs. The lessons will be tailored to address school-wide data. KPI/Metric/Measure: Branching Minds Reports Staff Responsible for Monitoring: Michele Bain Pedro Coronado Michelle Charles Title I: 2.4, 2.6 Problem Statements: Perceptions 1 Funding Sources: - 282 - ESSER - \$4,865.35	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

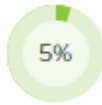
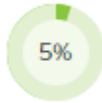
Perceptions
Problem Statement 1: 2 % of the discipline referrals at Briscoe show that students struggle with how to appropriately self regulate. Root Cause: Lack of utilization of SEAD department resources.






Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Performance Objective 1: By the end of the 2022-2023 school year, 80% will be kinder ready in the areas of Reading and Math.

Evaluation Data Sources: Circle Assessment
Formative Assessments
Checklists

Strategy 1 Details	Reviews			
Strategy 1: Students will receive explicit instruction in phonological awareness and phonics. KPI/Metric/Measure: Professional Development Sign In Coaching Feedback Staff Responsible for Monitoring: Oralia Lopez Teresa Olson Veronica Alvarado Michelle Charles Jennifer Emerson Title I: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide a print rich environment that includes pictorial and concrete representations. KPI/Metric/Measure: Instructional snapshot data Staff Responsible for Monitoring: Oralia Lopez Veronica Alvarado Teresa Olson Funding Sources: - 199 - Local Maintenance - \$1,500	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details		Reviews			
Strategy 3: Provide planning time for teachers to create, modify, and reflect on Primary Years Program, unit planners and lesson plans. KPI/Metric/Measure: Sign-in sheets Reflections on unit and lesson plans Staff Responsible for Monitoring: Cari Richter Oralia Lopez Veronica Alvarado Teresa Olson Title I: 2.6 Funding Sources: - 199 - Local Maintenance - \$5,000		Formative			Summative
		Oct	Jan	Apr	June
		 5%			
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: In 2022 student achievement in Math at the approaches level, increased from 24% to 50%. Although this is an increase, we need to be at 80% of students at the approaches level. Root Cause: Inconsistent implementation of instructional strategies and practices in different learning environments.

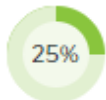





Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 1: In math, increase the percentage of students at the Meets level from 9% to 15%.**Evaluation Data Sources:** STAAR

MAP

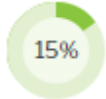

Formative and Summative assessments






Strategy 1 Details	Reviews			
Strategy 1: The campus will vertically align the problem solving process to ensure that the same strategies are taught consistently from grade to grade. KPI/Metric/Measure: PLC sign-in Lesson plans Student work analysis in PLC Staff Responsible for Monitoring: Teachers and Leadership Team	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: All teachers will dedicate time daily for students to practice math fluency. KPI/Metric/Measure: Fluency test Data trackers Staff Responsible for Monitoring: All teachers Leadership Team	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 2: In Reading, increase the number of 3rd grade students performing at the meets level from 12% to 25%.**High Priority****Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct focused fluency and phonics lessons daily. KPI/Metric/Measure: Istation Teacher created assessments Staff Responsible for Monitoring: 3rd grade teachers Michelle Charles Jennifer Emerson Pedro Coronado Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize Newsela which is TEK based and has all Reading genres available. It also has 1/3 of the passages in Spanish. Staff Responsible for Monitoring: Michelle Charles Jennifer Emerson Title I: 2.4, 2.6 - Problem Statements: Student Learning 1 Funding Sources: - 164 - State Compensatory Education (SCE) - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Classrooms will receive books to enhance their libraries. KPI/Metric/Measure: Istation Circle Teacher Created Assessments Staff Responsible for Monitoring: All teachers Title I: 2.4, 2.6 - Problem Statements: Student Learning 1 Funding Sources: books - 282 - ESSER - \$3,414.56	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Goal 4: ENSURE PROFICIENCY






2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: In math and reading, increase the percentage of students performing at the meets grade level standard from 20% to 30%, by May 2023.

Evaluation Data Sources: MAP

STAAR

Exit tickets



Strategy 1 Details		Reviews			
Strategy 1: Teachers will tutor three days a week starting in October. KPI/Metric/Measure: Sign-in sheets Tutoring lesson plans STAAR MAP Staff Responsible for Monitoring: All teachers Leadership Team Funding Sources: - 199 - Local Maintenance - \$5,000		Formative			Summative
		Oct	Jan	Apr	June
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	






Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 2: In science, increase the amount of students at the Meets level from 14% to 25%.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct hands-on labs weekly. KPI/Metric/Measure: Science Lab sign-in sheet Walk-throughs Staff Responsible for Monitoring: All Teachers Leadership Team Problem Statements: Student Learning 4 Funding Sources: - 282 - ESSER - \$3,958.82	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Science exit tickets and assessments will be analyzed during PLCs to determine corrective action plans to address gaps in learning. KPI/Metric/Measure: PLC agendas Student Analysis Protocol STAAR Staff Responsible for Monitoring: All teachers Pedro Coronado Michelle Charles Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Students will attend educational field trips to reinforce Science TEKs. KPI/Metric/Measure: Formative Assessments Reflection Journals Staff Responsible for Monitoring: All Teachers Jennifer Emerson Pedro Coronado Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Admission fees and transportation fees - 282 - ESSER - \$3,295, Transportation Fees - 199 - Local Maintenance - 199-11-6494-00-112-11-0-00 - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: In 2022, 5th grade Science STAAR results were 16% at the Meets level. Root Cause: Inconsistent implementation of hands-on activities and practices in classroom lab setting.

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 3: Increase parent participation in Principal's Coffee and other school wide events from 30% to 50%.**Evaluation Data Sources:** Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Hold Principal's Meetings in the morning and afternoon on alternating months. KPI/Metric/Measure: Sign In Sheets Staff Responsible for Monitoring: Jennifer Emerson Anayit Hernandez Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$1,100	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide food and incentives for parents to attend school events such as Principal's Coffee. KPI/Metric/Measure: Sign In sheets Staff Responsible for Monitoring: Anayit Hernandez Problem Statements: Student Learning 2 Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$500	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: In 2022 student achievement in Math at the approaches level, increased from 24% to 50%. Although this is an increase, we need to be at 80% of students at the approaches level. Root Cause: Inconsistent implementation of instructional strategies and practices in different learning environments.

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS






4c: Increase the percent of graduates attending College

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
Strategy 1: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year. KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$5,615	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The campus leadership team met June 9, 2022 to develop comprehensive needs assessment.

August 29, 2022 meeting to review budget and make adjustments to the CIP.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Jennifer Emerson Principal

Michele Bain Counselor

Parent Julie Daniel

Special Education Representative Keri Lara

Paraprofessional Margaret Daniel Pre-K Instructional Assistant

PFL Anayit Hernandez FACE Specialist

Classroom Teacher Krista Powell Art Teacher

Classroom Teacher Cecilia Munoz 3rd Grade

Classroom Teacher Monica Dubuque 5th Grade

Classroom Teacher Sara Christal 4th Grade

Classroom Teacher Oralia Lopez Pre-K

Non-classroom Professional Michelle Charles Instructional Coach

Non-classroom Professional Cari Richter IB Coordinator

Classroom Teacher John Davila Spanish

Classroom Teacher Mireya Fuentes Kinder

Classroom Teacher Candace Lopez 1st

Classroom Teacher Gabriel Lozano 2nd

Administrator Pedro Coronado Assistant Principal

Student Michael Garcia 5th grade

Student Daisy Cano 4th Grade

District-level Professional Daniel Girard Assistant Superintendent

Business Representative Jason Tantaros Owner - Gold Coffee

2.2: Regular monitoring and revision

August 29, 2022

November 14, 2022

March 27, 2022

May 8, 2022

2.3: Available to parents and community in an understandable format and language

The CIP is housed in the main office at Briscoe. It is also reviewed at Principal's Coffee. The CIP is distributed in English and Spanish.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

1. Development of the Parent and Family Engagement Policy was created by: Anayit Hernandez, F.A.C.E. Specialist, Jennifer Emerson, Principal, Cari Richter, Primary Years Programme Coordinator, Julia Rocha, Briscoe Parent, Lily Rocha, Briscoe Student.

2. The Family Engagement Policy was distributed during Meet the Teacher on August 15, 2022. It was also discussed at the Principal's Coffee on Friday, August 26, 2022.

3. The Family Engagement Policy is distributed in English and Spanish.

- Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement.
- Provide materials and training to help parents work with their child, such as literacy and technology training
- Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners
- In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs
- Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand

- Provide reasonable support for family engagement activities

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Development of the Parent and Family Engagement Policy was created by: Anayit Hernandez, F.A.C.E. Specialist, Jennifer Emerson, Principal, Cari Richter, Primary Years Programme Coordinator, Julia Rocha, Briscoe Parent, Lily Rocha, Briscoe Student.

The Family Engagement Policy was distributed during Meet the Teacher on August 15, 2022. It was also discussed at the Principal's Coffee on Friday, August 26, 2022.

4.2: Offer flexible number of parent involvement meetings

Principal's Coffee will be held at 9:00 a.m. on every other month, and then at 2:00 p.m. during the months in between.

Events during the year will occur as follows:

Grandparent's Celebration 7:00-8:00 a.m.

Open House 4:00-6:00 p.m.

Cultural Night 4:00- 6:00 p.m.

Literacy Nighr 5:00-7:00

5. Targeted Assistance Schools Only

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$3,000.00
11	1	1	MAP Assessment Platform		\$5,615.00
Sub-Total					\$8,615.00
199 - Local Maintenance					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$7,000.00
1	1	3			\$5,000.00
1	2	1			\$5,000.00
1	3	1			\$1,000.00
1	5	1			\$5,500.00
1	6	1			\$2,000.00
2	1	2			\$1,500.00
2	1	3			\$5,000.00
4	1	1			\$5,000.00
4	2	3	Transportation Fees	199-11-6494-00-112-11-0-00	\$1,000.00
Sub-Total					\$38,000.00
211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$1,100.00
4	3	2			\$500.00
Sub-Total					\$1,600.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$680.00
1	2	3			\$1,508.05
1	6	2			\$4,865.35
3	2	3	books		\$3,414.56

282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$3,958.82
4	2	3	Admission fees and transportation fees		\$3,295.00
Sub-Total					\$17,721.78