Burleson Independent School District

Brock Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: C

Mission Statement

ANN BROCK MISSION STATEMENT

Today I will give an exemplary effort to reach success!

Vision

ANN BROCK VISION STATEMENT

The vision of Ann Brock Elementary is dedication to the highest quality of instruction delivered with a sense of warmth, friendliness, individual pride and school spirit, ultimately leading to student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brock currently has approximately 650 students enrolled. Approximately 44% of the students are white; 33% are Hispanic; 14% of the students are African American; and the remaining population is made up of American Indian or Alaskan Native, Asian, Pacific Islander and multi-racial. Brock has a population of 53% Economically Disadvantaged; 7.4% LEP; 17% at-risk, 11% special education, and a mobility rate of 11%.

Attendance rates at Brock have consistently been at approximately 96% for the past 2 years. Brock attributes this achievement to a strong partnership with parents and a focus on high-quality education.

Enrollment at Brock has been increasing. In 2013-2014, there were 630 students enrolled, 2014-2015 approximately 650, 2016-2017 approximately 690 students, 2018-2019 school year we saw a decrease in student enrollment with approximately 660 students attending Brock and the 2019-2020 school year we have approximately 655 students.

There are 5 classrooms of each grade level with the exception of first with 4 sections. In the 2019-2020 school year, we had 2 sections of full-day PreK with

The percentage of Brock student groups that are significant to our demographics include 1) Economically Disadvantaged 53% 2) Special Education 11%, 3) Hispanic 33% and 4) Bilingual/ESL 7.4%.

Due to a consistent number of economically disadvantaged students, there is a need for experiences that bridge the relationship between school and home. Brock needs to work more with conferencing and educating parents on ways to help their students be more successful. A focus on family engagement would help the overall academic and social-emotional growth of students and families in the community. Feedback from families requested the continued opportunities for exposure to continued academic opportunities through our summer programs. In the 2019-2020 school year, we are partnering with the Fort Worth Parenting Center to bring classes of interest to our parents 5 times during the school year.

Demographics Strengths

- Strong teacher/staff experience
- Special Education numbers closely mirror the state's population
- Parent surveys show a strong school-home connection

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parent and family engagement opportunities are limited to after school creating barriers for parent/teacher collaboration. **Root Cause**: Teachers do not have access to parents during the day.

Student Academic Achievement

Student Academic Achievement Summary

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The "Masters" category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Brock STAAR Data 2019

Reading/English	Approaches	Meets	Masters
3rd Grade	79%	52%	31%
4th Grade	71%	39%	17%
5th Grade	77%	50%	24%

Math	Approaches	Meets	Masters
3rd Grade	75%	41%	23%
4th Grade	68%	42%	25%
5th Grade	74%	37%	19%

Other Subjects	Approaches	Meets	Masters
4th Writing	64%	29%	6%
5th Science	78%	53%	24%

Looking deeper into the MAP data, the median conditional growth goal of each grade-level in Spring 2019 was:

Reading: Goal is at or above 60th percentile in median conditional growth

K-81, 1st- 60, 2nd-53, 3rd- 54, 4th-48, 5th-41

Math: Goal is at or above 60th percentile in median conditional growth

K-71, 1st- 46, 2nd- 49, 3rd- 45, 4th- 44, 5th- 58

An analysis of the average scores for each student group in "Meets grade-level or above" READING level revealed the following:

- SpEd 22%
- ECD 40%
- Hispanics 39%
- Black or African-American 41%
- White 52%

The most significant finding(s) during the analysis of READING academic achievement data is:

All student groups need to improve in the area of "meets and masters" grade-level and maintain that rating or above for the following years to meet Domain 2b.

An analysis of the average scores for each student group in "Meets" Math level revealed the following:

- SpEd 22%
- ECD 28%
- Hispanics 34%
- Black or African-American 16%
- White 46%

The most significant finding(s) during the analysis of MATH academic achievement data is:

All student groups need to improve in the area of "meets and masters" grade-level and maintain that rating or above for the following years to meet Domain 2b.

The most significant finding(s) during the analysis of SCIENCE academic achievement data is that all student groups made significant gains in meeting the standards. We need to focus on building background knowledge, academic vocabulary and intentionally plan and teach Science in grades K-4. The majority of the students not meeting standards on Science also did not meet the STAAR Reading standards on the first administration. Focusing on improving students' reading level with benefit science.

In Domain 3, all student groups are performing well below the all student population in the area of math.

Special Education students are performing well below the all student population in all areas.

Our achievement in the "meets and masters" level needs to make gains in all student populations.

Student Academic Achievement Strengths

- Met standards
- Increase in the number of students performing at the "Meets" level of STAAR in the following areas:
- 3rd Reading from 39% to 52%
- 3rd Math from 35% to 41%
- 5th Reading from 43% to 50%
- 5th Science from 24% to 53%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In Domain 2a, we lost 50% of our points from students that lost growth in the areas of meets and masters in grades 4th and 5th. **Root Cause**: Lack of purposeful planning for targeted instruction to meet each student's needs.

Problem Statement 2: In the area of student achievement, a higher percentage of special education students performed well below the "meets and masters" level of performance. **Root Cause**: Effective planning was not used with collaborative teachers to meet the needs of special education students in Tier I instruction and building foundational skills.

Problem Statement 3: In Domain 3, all student groups are performing below the state percentage in closing the gap in math. **Root Cause**: Lack of purposeful planning for targeted instruction to meet each student's needs.

Problem Statement 4: In Domain 3, the white student group is performing below the state percentage in closing the gap in reading. **Root Cause**: Inconsistent use of a pull out model to serve students significantly below reading level with support to the teacher from interventionist, paraprofessionals and tutors to differentiate instruction based on student needs.

Problem Statement 5: Students are not progressing in academic achievement to higher categories of success. **Root Cause**: Students do not have access to leveled resources that are also highly engaging both in and out of school setting.

School Processes & Programs

School Processes & Programs Summary

For the 2019-2020 school year, Brock assessed the processes and programs. Results identified three school-wide processes needing improvement: (1) campus-based common assessments and analysis of the results (2) Tier 1 instruction (with emphasis on differentiation) and (3) social-emotional supports for students and parents.

When analyzing the intersections between the three findings listed above with the Demographics and Student Achievement data for 2019-2020, the process for implementing Tier 1 instruction is not working at the desired level for the identified student groups of Special Education, Hispanic, and At-Risk, but the schools overall performance in Domains 1, 2 and 3 are also lacking.

Teachers continue to struggle with differentiated instruction. Brock needs explicit coaching for teachers to help transform the academic low performance to improve our school overall. We need to improve systems of intervention through pull-out for students performing significantly below grade-level. We did not sustain growth from 3rd to 4th and 4th to 5th. Domain III has identified student groups that are not meeting in student achievement at the "meets/masters" level.

In order to recruit, support and retain highly-qualified teachers, explicit professional development in tier 1 instruction, instructional coaching, academic and social-emotional intervention for students, and relational strategies with students and parents is needed.

During the 2019-2020 school year, the district/campus will continue looking for ways to strengthen assessment/data/analysis/instructional processes. Additionally, the campus will seek training and information on the new Measures of Academic Progress (MAP) assessments for math and reading as well as using formative assessments in the classroom.

Tier I behavior and classroom management is changing at Brock and we must be able to build strong relationships and connections to have high standards and expectations for student academic performance in order to improve overall performance as well as to prepare students for college and career readiness by increasing the number of students achieving meets and masters. Working with the Fort Worth Parenting Center and campus counselor, we will train teachers in social-emotional strategies to utilize in the classroom.

For the McKinney Vento population, we will help provide resources and supplies for students to carry out the day to day school activities.

A focus on family engagement would help the overall academic and social-emotional growth of students and families in the community. We are partnering with the outside to provide parent workshops in the area of social-emotional support. Feedback from families requested the continued opportunities for exposure to continued academic opportunities through our summer programs.

School Processes & Programs Strengths

- We have identified weaknesses and have a plan to address them within our system.
- MAP provides a continuum of learning that is utilized to move student in each category of performance.
- Administrators and teachers have a strong sense of urgency to implement the best instructional practices every class period every day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As a professional learning community, we focused on data without follow up with instructional strategies to improve data. **Root Cause**: Inconsistent use of time to discuss effective classroom strategies for math and reading in Tier 1 instruction to address immediate response to student needs.

Problem Statement 2: Building administrators use of implementation strategies to ensure low performing schools increase student achievement should be re-enforced. **Root Cause**: Lack of exposure to turn around strategies.

Problem Statement 3: The McKinney Vento population changes each year. Students that qualify for this do not have the necessary items to carry out the day to day school activities. **Root Cause**: Families do not have the resources to provide necessary items.

Problem Statement 4: Students lose academic ground throughout the summer months. **Root Cause**: Students do not have access to academic exposure and programs over the summer.

Problem Statement 5: Students have gaps in learning that need support in tier 1 and 2 instruction to build foundational skills and extend learning. **Root Cause**: A systematic approach with coaching on interventions and extensions in tier 1 and 2 was not implemented with fidelity with evidence based practices.

Perceptions

Perceptions Summary

The core values of Brock and Burleson ISD reflect the conditions under which students learn best. These include:

- Setting high expectations for all.
- Cultivating and sustaining intellectual curiosity.
- Students' voice is heard in making decisions about their education.
- Intentional development of student character and interpersonal skills.
- Strong, positive relations are present between staff and students that result in high engagement and a sense of belonging.
- Recognizing and nurturing individuals' strengths and talents.
- Providing students choices to increase engagement and ownership of their learning.
- Honoring the unique needs of the individual while creating a physically and emotionally safe learning environment.
- Fun is an integral part of the learning process.
- Growth occurring through the challenge.

New teachers and families come into our school with all kinds of previous school experiences. Because of this diversity in experience, we work very hard at maintaining a culture of high expectations for student learning. Brock wants to narrow the performance gap among all student groups, and particularly between those identified as At-Risk and those who are not At Risk. The message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students—ALL students. We take them where they are and we move them quickly and as far as we can. When students walk in the door, they belong to us."

Students are taught that excellence is the habit to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time. Students are taught the value of the practice. Practice creates habits; therefore, we all practice excellence. To ensure classrooms are places where students feel safe and respected, the expectation is set for positive student behavior. Expectations are reinforced with our system of Positive Behavior Interventions (PBIS). The staff understands that a culture of respect with parents must be earned and communication is key.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses, and DAEP placements. In staff surveys, they do not feel equipped to handle significantly, disruptive misbehavior in the educational environment. They expressed a need to look at our practices in the area of student behavior. Professional development such as Capturing Kids' Hearts, PBIS, and other systems will continue to be provided, adjusted and monitored to make a difference in our relationships with students and families as well as assisting with conflict resolution. We are partnering with the Fort Worth Parenting Center to provide training to staff and parents on social-emotional support and strategies.

Brock also places a priority on creating a family and community-friendly school environment. Our parent-teacher organizations and booster clubs communicate in a key way to engage parents and the community. In addition to typical newsletters sent home, school events are posted on websites, Facebook, and Twitter. We will continue the practice of providing substitutes during the school day to meet with parents about individual student progress.

Perceptions Strengths

- Families feel connected to our organization based on not seeing a decrease in enrollment due to schools of choice.
- Our stake holders are involved in our community involvement activities.
- We have implemented PBIS and Capturing Kids Hearts as a system to decrease the number of discipline referrals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline referrals increased. **Root Cause**: Lack of training for all stakeholders in de-escalation and how to engage all learners in and out of school.

Priority Problem Statements

Problem Statement 1: As a professional learning community, we focused on data without follow up with instructional strategies to improve data.

Root Cause 1: Inconsistent use of time to discuss effective classroom strategies for math and reading in Tier 1 instruction to address immediate response to student needs.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Discipline referrals increased.

Root Cause 2: Lack of training for all stakeholders in de-escalation and how to engage all learners in and out of school.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: In Domain 2a, we lost 50% of our points from students that lost growth in the areas of meets and masters in grades 4th and 5th.

Root Cause 3: Lack of purposeful planning for targeted instruction to meet each student's needs.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: In Domain 3, all student groups are performing below the state percentage in closing the gap in math.

Root Cause 4: Lack of purposeful planning for targeted instruction to meet each student's needs.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: In the area of student achievement, a higher percentage of special education students performed well below the "meets and masters" level of performance.

Root Cause 5: Effective planning was not used with collaborative teachers to meet the needs of special education students in Tier I instruction and building foundational skills.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: The McKinney Vento population changes each year. Students that qualify for this do not have the necessary items to carry out the day to day school activities.

Root Cause 6: Families do not have the resources to provide necessary items.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: In Domain 3, the white student group is performing below the state percentage in closing the gap in reading.

Root Cause 7: Inconsistent use of a pull out model to serve students significantly below reading level with support to the teacher from interventionist, paraprofessionals and tutors to differentiate instruction based on student needs.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 9: Students lose academic ground throughout the summer months.

Root Cause 9: Students do not have access to academic exposure and programs over the summer.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Parent and family engagement opportunities are limited to after school creating barriers for parent/teacher collaboration.

Root Cause 10: Teachers do not have access to parents during the day.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Students have gaps in learning that need support in tier 1 and 2 instruction to build foundational skills and extend learning.

Root Cause 11: A systematic approach with coaching on interventions and extensions in tier 1 and 2 was not implemented with fidelity with evidence based practices.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Students are not progressing in academic achievement to higher categories of success.

Root Cause 12: Students do not have access to leveled resources that are also highly engaging both in and out of school setting.

Problem Statement 12 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Professional development needs assessment data
- TTESS 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

Goals

Goal 1: We will design an engaging and challenging curriculum that develops each student's ability to read, write, think, and defend.

Performance Objective 1: Strengthen the PLC process to ensure that the Median Conditional Growth Measure is 60 or greater at all grade levels and subjects as measured by MAP.

    Evaluation Data Source(s) 1: Measures of Academic Progress (MAP); all tested areas STAAR results; Benchmark Assessment System (BAS)

    Summative Evaluation 1:

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
ESF Levers Lever 5: Effective Instruction 1) All teachers create and submit daily lesson plans with formative assessments that are framed around a clearly articulated, standards-aligned, and prominently displayed Learning Target that students can clearly explain, including specific paths to meet the needs of targeted student groups in Domain 3.	2.4	Administrators, Teachers	Clear understanding of what is to be taught and learned.				
	Problem Statements: Student Academic Achievement 3						
2) Teachers will implement Reader's workshop in grades K-5 to increase time of independent reading on the students' current reading level.		Teachers, Administrators, District Coordinators	At least 85% of students reading on or above grade level by the end of the year based on MAP lexile scores and/or BAS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Through the backward design process, teacher teams will identify and unpack essential standards, create common assessments and align and deliver instruction at expected level of rigor.		Administrators and Teachers	Student median conditional growth as measured by MAP at or above the 60th percentile				
ESF Levers Lever 5: Effective Instruction 4) Student progress towards measurable goals is visible in each and every classroom and throughout the school to foster student ownership and goal setting.		Administrators and Teachers	Teachers and students will know academic strengths and weakness to drive instruction.				
5) Teachers use a variety of collaborative teaching models and instructional arrangements in all collaborative teach classrooms.	2.4	Administrators and Teachers	Student median conditional growth as measured by MAP at or above the 60th percentile.				
Problem Statements: Student Academic Achievement 2							
ESF Levers Lever 5: Effective Instruction 6) Campus instructional leaders review lesson plans that align with instruction in the classroom and provide teachers with feedback and lesson planning support.		Administrators	Student median conditional growth as measured by MAP at or above the 60th percentile.				
7) All campus administrator's coach, model and provide clear, transparent expectations regarding classroom instruction, the use of resources, and work as a PLC.		Administrators	Student median conditional growth as measured by MAP at or above the 60th percentile. Give meaningful feedback to improve Tier 1 instruction.				
ESF Levers Lever 5: Effective Instruction 8) Utilize district coordinators and Region 11 coaches to strengthen tier 1 instruction in all content areas.		Administrators, Teachers	Student median conditional growth as measured by MAP at or above the 60th percentile and meet the standards on STAAR Domain 2b growth and Domain 3.				
9) Teachers will implement interactive read aloud to provide a model of fluent reading, provide and enhance background knowledge, boost vocabulary knowledge, and promote critical thinking skills.	2.4	Administrators, Teachers	Student median conditional growth as measured by MAP at or above the 60th percentile.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
10) Stemscopes will be utilized in K-5 to build background knowledge and vocabulary in a systematic approach to ensure success on grade 5 Science STAAR.		Administrators, Teachers	Student median conditional growth as measured by MAP at or above the 60th percentile.				
ESF Levers Lever 5: Effective Instruction 11) Campus instructional leaders and teachers will work as a PLC to review disaggregated data to track and monitor progress of all student groups an provide evidence-based feedback to teachers.	2.4		Student groups will meet the expected % on Domain 3 as measured by STAAR and growth in Domain 2b.				
	Problem Statements: Student Academic Achievement 3, 4						
ESF Levers Lever 5: Effective Instruction 12) Administrators will create a master schedule that allows for time to meet the needs of both struggling students and learners needing acceleration.	2.5	Administrators and teachers	Student median conditional growth as measured by MAP at or above the 60th percentile and meet the standards of STAAR Domain 2b and 3.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: In the area of student achievement, a higher percentage of special education students performed well below the "meets and masters" level of performance. **Root Cause 2**: Effective planning was not used with collaborative teachers to meet the needs of special education students in Tier I instruction and building foundational skills.
Problem Statement 3: In Domain 3, all student groups are performing below the state percentage in closing the gap in math. **Root Cause 3**: Lack of purposeful planning for targeted instruction to meet each student's needs.
Problem Statement 4: In Domain 3, the white student group is performing below the state percentage in closing the gap in reading. **Root Cause 4**: Inconsistent use of a pull out model to serve students significantly below reading level with support to the teacher from interventionist, paraprofessionals and tutors to differentiate instruction based on student needs.

Goal 2: We will provide students with multiple avenues for specialized instruction and opportunities to advance at their own pace.

Performance Objective 1: Brock will "meet standard" in Domain 3 (closing the gaps) standards.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
ESF Levers Lever 5: Effective Instruction 1) General education and special education teachers will collaborate weekly and utilize the lesson plan template to differentiate instruction with the use of different collaborative teaching models to meet the needs of special education students in both ELAR and math.	2.4, 2.6	Administrators, Teachers	Special Education student group will increase in approaches, meets and masters as evidenced by STAAR.				
	Problem Statements: Student Academic Achievement 2						
2) Teachers will use intentional instructional programs that enhance the curriculum and engagement level of students at the instructional level of each student Ex: Scootpad, Khan Mappers, Lexia, etc.		Administrators, teachers	Students will show an upward trend in MAP data between 3 administrations. An increase in approaches, meets and masters level as measured by STAAR.				
	Problem Statements: Student Academic Achievement 1						
3) Through PLC, teachers will monitor student group data. Teachers and tutors will utilize data from common assessments to meet the needs of the students in tier 1 and tier 2 to close the gap among student groups.	2.6	Administrators, Teachers, Interventions staff	students will show growth between the fall-winter and winter-spring MAP assessment				
	Problem Statements: Student Academic Achievement 3						
	Funding Sources: 211 - Title 1-A - 12573.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
4) As a Title 1 campus, we will employee interventionists and paraprofessionals trained in tier 3 strategies to serve students significantly below reading and math levels.	2.5, 2.6	Administrators, Interventionist	Interventionist and paraprofessionals will use evidenced basic instructional strategies to close the gaps in student learning in reading and/or math as evidenced by MAP, BAS, STAAR.				
Problem Statements: Student Academic Achievement 3, 4							
Funding Sources: 211 - Title 1-A - 81965.00							
5) NWEA's Measures of Academic Progress (MAP) data will be used to improve student performance in grades K-5 for math and reading, grade 4 language usage and grade 5 for science.		Administrators, Teachers, Interventionist	Student median conditional growth as measured by MAP at or above the 60th percentile.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5							
6) The campus will put into place district-wide Response to Intervention strategies aligned with the district Response to Intervention guide.	2.6	Administrators, Teachers, Interventionist	Students will receive instructions to intervene or extend their learning which will allow them to show growth on district/campus assessments.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: In Domain 2a, we lost 50% of our points from students that lost growth in the areas of meets and masters in grades 4th and 5th. **Root Cause 1**: Lack of purposeful planning for targeted instruction to meet each student's needs.
Problem Statement 2: In the area of student achievement, a higher percentage of special education students performed well below the "meets and masters" level of performance. **Root Cause 2**: Effective planning was not used with collaborative teachers to meet the needs of special education students in Tier I instruction and building foundational skills.
Problem Statement 3: In Domain 3, all student groups are performing below the state percentage in closing the gap in math. **Root Cause 3**: Lack of purposeful planning for targeted instruction to meet each student's needs.
Problem Statement 4: In Domain 3, the white student group is performing below the state percentage in closing the gap in reading. **Root Cause 4**: Inconsistent use of a pull out model to serve students significantly below reading level with support to the teacher from interventionist, paraprofessionals and tutors to differentiate instruction based on student needs.
Problem Statement 5: Students are not progressing in academic achievement to higher categories of success. **Root Cause 5**: Students do not have access to leveled resources that are also highly engaging both in and out of school setting.

Goal 2: We will provide students with multiple avenues for specialized instruction and opportunities to advance at their own pace.

Performance Objective 2: Brock will provide ample opportunities for family participation in both academic and school involvement activities as evidenced by at least 90% of families surveyed indicating positive customer satisfaction and positive feedback on student learning.

Evaluation Data Source(s) 2: Records of family participation; Brock Family Satisfaction Survey

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**May**
1) Campus administrators will use either established or new communication tools to invite parents to participate in campus activities and programs.	3.2	Administrators	Families will be aware of opportunities to actively participate on campus				
2) Campus administators will demonstrate new, specific strategies to increase family involvement. For example: Ready Rosie	3.2	Administrators	Higher levels of family involvement				
ESF Levers Lever 3: Positive School Culture 3) Regular campus climate surveys, assess, and measure progress on student and staff expectations.		Administrators	Provide data on Brock staff and families' perceptions of their opportunities to be engaged in campus and district activities and the culture and climate of the campus.				
4) Teachers will be given time, during the school day, to hold formal parent conferences to involve parents in conversations to increase academic success.	3.2	Administrators, Teachers	Teachers and parents will collaborate to benefit the learning outcome of the student.				
Problem Statements: Demographics 1							
Funding Sources: 211 - Title 1-A - 1500.00							
5) Brock will partner with outside community resources (Fort Worth Parenting Center) to provide parent workshops in the area of social-emotional support.	3.2						
Problem Statements: Perceptions 1							
6) Brock will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy.	3.1	Administrators	Increase parent involvement and engagement as measured by attendance at parent workshops and parent conferences.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Parent and family engagement opportunities are limited to after school creating barriers for parent/teacher collaboration. **Root Cause 1**: Teachers do not have access to parents during the day.

Perceptions
Problem Statement 1: Discipline referrals increased. **Root Cause 1**: Lack of training for all stakeholders in de-escalation and how to engage all learners in and out of school.

Goal 3: We will equip teachers with the resources, training, and time necessary to achieve our strategic objectives.

Performance Objective 1: 100% of Brock professional development will be aligned to the district's expectations and state and federal requirements.

Evaluation Data Source(s) 1: District and campus professional development documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
1) All staff members will be trained to implement Response to Intervention in alignment with district guidelines.		Administrators	An aligned RtI process for the school district and improved student placement and performance.				
ESF Levers Lever 4: High-Quality Curriculum 2) Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content focused, job embedded training to support reading and math. For example, Units of Study, Scootpad, Pearson, Greg Tang Math and CAMT.		Administrators	Student median conditional growth as measured by MAP at or above the 60th percentile and STAAR standards in Domain 1, 2 and 3.				
		Problem Statements: Student Academic Achievement 3 **Funding Sources**: 211 - Title 1-A - 17000.00					
3) All instructional staff will be trained in Positive Behavior Intervention Strategies and social-emotional.		Administrators, Teachers	Stronger relationships built with students that will lead to a decrease in ISS/OSS/ and DAEP placements.				
4) New teachers will have a campus mentor to support them in growing in the profession.							
5) Utilize the coaching model offered through Region 11 to increase the use of evidence based practices in tier 1 and 2.		Administrators, Teachers, Region 11 Coaches	walk-throughs, observations of evidence based practices being utilized in the classroom, which will lead to growth on BAS/MAP/STAAR EOY.				
		Problem Statements: School Processes & Programs 5 **Funding Sources**: 211 - Title 1-A - 5700.00					
6) Administrators and teachers will receive coaching as a Professional Learning Community from Solution Tree.		Administrators	Strengthen our PLC to improve best practices in the classroom that lead to student learning at high levels as evidenced by BAS/MAP/STAAR EOY.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
7) Teachers will be equipped with leveled reading material and spiraled math material to meet the needs of students at varying levels.		Administrators	improvement of scores on BAS/MAP/STAAR				
	Funding Sources: 211 - Title 1-A - 9800.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: In Domain 3, all student groups are performing below the state percentage in closing the gap in math. **Root Cause 3**: Lack of purposeful planning for targeted instruction to meet each student's needs.

School Processes & Programs
Problem Statement 5: Students have gaps in learning that need support in tier 1 and 2 instruction to build foundational skills and extend learning. **Root Cause 5**: A systematic approach with coaching on interventions and extensions in tier 1 and 2 was not implemented with fidelity with evidence based practices.

Goal 3: We will equip teachers with the resources, training, and time necessary to achieve our strategic objectives.

Performance Objective 2: Brock will ensure that 100% of teachers meet "highly qualified" status excepting those positions hired under the BISD "District of Innovation Plan."

    Evaluation Data Source(s) 2: List of Highly Qualified Teachers by Campus

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
1) Teachers and paraprofessionals will be provided assistance in meeting all certification and highly qualified requirements of their jobs.		Administrator; Executive Director of Human Resources	Students will be taught by highly qualified educators				
2) The district will only hire highly qualified and/or appropriately certified teachers.		Campus Principals; Executive Director of Human Resources	Students will be taught by highly trained and skilled professional educators				
3) The district will provide ESL Certification classes to ensure teachers have the skills necessary to work with our LEP student group.		Administrators	Additional teachers will be ESL Certified.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 4: We will establish a college-going culture on every BISD campus that intentionally prepares students for future endeavors.

Performance Objective 1: Brock will increase the number of students that reach "mastery standard" by 5 percentage points or more in all tested content areas in grades 3,4 and 5.

Evaluation Data Source(s) 1: 2019-2020 STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
1) Based on STAAR and district assessment performance, identify students in grade 5 with potential for success in Pre-Advanced Placement (PAP) prior to spring course registration.		Administrators, Teachers, Counselor	Increased enrollment of upcoming 6th-8th grade students in PAP coursework				
2) BISD/Brock will educate students and parents on the benefits of advanced coursework by incorporating AP, PAP, and Dual Credit information into parent information events, as well as through campus and district publications.		Administrators, Director of Communications	Higher understanding of parents of the opportunities for and the benefits of advanced coursework				
3) Brock will educate Pre-K parents on instructional strategies to improve student reading and writing.		Administrator, Teachers,	Teachers will invite and plan a night of instructional strategies.				
4) Specific plans will be written with the use of MAP data to increase the number of students in the meets and masters categories.		Administrators and Teachers	Increase the number of students performing at the meets and masters level based on STAAR.				
Problem Statements: Student Academic Achievement 3, 4							
5) Through the use of tools like Khan Academy Mappers, Scootpad and ELAR resources in BISD Learning Links, students will be given extension instruction at or about grade-level.		Administrators, Teachers	Students will have extension instruction to reach the masters level on STAAR.				
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: In Domain 3, all student groups are performing below the state percentage in closing the gap in math. **Root Cause 3**: Lack of purposeful planning for targeted instruction to meet each student's needs.
Problem Statement 4: In Domain 3, the white student group is performing below the state percentage in closing the gap in reading. **Root Cause 4**: Inconsistent use of a pull out model to serve students significantly below reading level with support to the teacher from interventionist, paraprofessionals and tutors to differentiate instruction based on student needs.

Goal 4: We will establish a college-going culture on every BISD campus that intentionally prepares students for future endeavors.

Performance Objective 2: All students will be exposed to a post high school experience in order to explore talents and interests that connect to learning and future endeavors.

Evaluation Data Source(s) 2: Survey of student awareness

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**May**
1) Weekly encouragement of students to claim a college by wearing college attire.		Administrators, Teachers	Students will be exposed to varies colleges by staff members and other students.				
2) Fifth grade students will visit the sixth grade campus to learn about secondary education opportunities.		Administrators, Teachers	Students will be exposed to the opportunities at the secondary level that will guide their selection of courses and extracurricular.				
3) Students will be given the opportunity to take the CBE test in the district window.		Administrators, Teachers	Students will be able to test for advanced placement to promote to a higher grade-level.				
4) During classroom instruction, students will be exposed to different careers that require post secondary training and/or degrees.		Administrators, Teachers	Students will be aware of post secondary opportunities.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 5: We will offer educational programs of choice that will nurture students' unique talents and promote global citizenship.

Performance Objective 1: Brock will define clear pathways of articulation for students involved in programs of choice.

Evaluation Data Source(s) 1: Pathways of Articulation for Programs available at Brock.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
1) Programs of choice will be offered before, after and during the school day. For example: video/media club (Tiger Tube), exercise/fitness clubs, lifelong sports clubs, and music lessons offered during the school day to all 3rd-5th grade students.		Administrators Program Sponsors	promotion, recruitment and retention of choice students				
2) Identified at-risk students will be invited to be part of the Brock Mentor Program with community members.		Administrators Mentor Sponsors	number of students involved in program survey of students involved in program Mentors will build positive relationships.				
3) Students will have the opportunity to attend the open library and Science camp in the Summer of 2019.		Administrators Program Sponsors	Provide students the opportunity to continue academic learning during the summer.				
Problem Statements: School Processes & Programs 4							
4) Newly enrolled kindergarten students will attend a two day stepping up program in the Summer of 2019.		Administrators, teachers	In order for students and families to learn strategies for academic success, we will expose students to school processes and academic activities before the first day of school.				
Problem Statements: School Processes & Programs 4							
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 4: Students lose academic ground throughout the summer months. **Root Cause 4**: Students do not have access to academic exposure and programs over the summer.

Goal 6: We will employ systems with effective and efficient processes for student safety, attendance, and discipline.

Performance Objective 1: Brock will reduce the difference between All Student and Special Education student placements in DAEP, In-School Suspensions, and Out-of-School Suspensions to a disproportionality rate of less than 10% when compared to the rate for All Students.

Evaluation Data Source(s) 1: Disproportionality rate for DAEP, ISS, and OSS as calculated on PBMAS less than 5%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
1) Implement positive behavior interventions on each campus through PBIS, Capturing Kids' Hearts, Restorative Practices and Aha! Emotional Poverty strategies and social-emotional support training.		Adminstrators, Teachers, and Counselor	Decreases in placement of students outside the general classroom setting.				
Problem Statements: Perceptions 1							
2) Brock will monitor placements of All Students and Special Education students in DAEP, ISS, and OSS on a six-week basis to monitor progress toward objective.		Adminstrators	Decreases in placement of all students and special education students outside the general classroom setting.				
3) All placements in DAEP will require centralized approval.		Administrators	Placements in DAEP will be reduced by 5% or more				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Discipline referrals increased. **Root Cause 1**: Lack of training for all stakeholders in de-escalation and how to engage all learners in and out of school.

Goal 6: We will employ systems with effective and efficient processes for student safety, attendance, and discipline.

Performance Objective 2: Brock will follow Board policies FFI (LEGAL) and FFI (LOCAL) with regard to bullying prevention, identification, response, and reporting.

    Evaluation Data Source(s) 2: Review of Bullying processes on each campus.

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
1) Campus administrators will attend an annual review of Bullying prevention, identification, response, and reporting processes.		Administrators	Decreased incidents involving bullying.				
2) Campus administrators, teachers and students will be trained on the Crimestoppers and Friends for Life Programs.		Administrators, Counselor, Teachers	Students will have a forum to report incidents.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 6: We will employ systems with effective and efficient processes for student safety, attendance, and discipline.

Performance Objective 3: Brock will ensure that all students have access to resources to support social and emotional health through counseling services and campus nurses.

Evaluation Data Source(s) 3: Local Audit of Resources

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
1) Brock will promote early mental health intervention and suicide prevention.		Administrators, Teachers, Counselor	Improved mental health of students				
2) Brock will promote conflict resolution skills among students.		Administrators, Teachers, Counselor	Reduced student discipline incidents from conflicts.				
3) Brock will educate students on drug and violence prevention.		Administrators; Counselors; Teachers	Documentation of these efforts; reduced incidents of violence and student drug use				
4) Brock will ensure that students and staff are aware of the meaning of sexual harassment, harassment, dating violence, and district avenues to prevent it, as appropriate.		Administrators, Counselor	Reduced incidents of student and staff harassment				
5) Brock will ensure that all staff, students, and parents are regularly trained regarding sexual abuse and other maltreatment of children.		Administrators, Counselor	Reduced incidents of student abuse and maltreatment				
6) Homeless students will be provided resources and supplies.		Administrators, Counselor	Provided students with supplies and resources to help them be ready to learn each day.				
Problem Statements: School Processes & Programs 3							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: The McKinney Vento population changes each year. Students that qualify for this do not have the necessary items to carry out the day to day school activities. **Root Cause 3**: Families do not have the resources to provide necessary items.

Goal 6: We will employ systems with effective and efficient processes for student safety, attendance, and discipline.

Performance Objective 4: Brock will follow Board policies FFA (LEGAL), FFAE(LEGAL) and FFAA(LEGAL) with regard to student wellness, well-being including increased attendance, academic performance and fitness/activity.

Evaluation Data Source(s) 4: Review of attendance reports, campus health center reports, and student fitness gram results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
1) Brock will promote a healthy lifestyle through proper nutrition, physical activity, rest and preventative measures such as immunizations and screenings.		Campus Nurse, CATCH Committee and Administrators	Documentation of these efforts; services and trainings				
2) Campus will increase awareness and attendance incentive campaign to comply with state standards.		Campus Administrators; Teachers;	Increase ADA				
3) Opportunities and lessons for students to enhance awareness and improvement of personal hygiene and health, safety, and nutrition. (CATCH-Coordinated Approach to Children's Health).		CATCH Committee; Teachers; Nurse	Better physical and mental health of students to increase attendance and academic success.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 6: We will employ systems with effective and efficient processes for student safety, attendance, and discipline.

Performance Objective 5: Brock will maintain a comprehensive emergency management system.

Evaluation Data Source(s) 5: Updated responsibilities training and drill logs

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	May
1) Crisis response team and PE teacher will be certified in CPR.		Administrators, Nurse, Teachers	CPR certified staff				
2) Brock will be compliant on district and state safety drill reports.		Administrators, Teachers	Compliance and continuous improvement with log drills				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Title I Personnel

Name	Position	Program	FTE
M'Randa Seefeldt	Paraprofessional	Title 1	
Suzanne Lowry	Interventionist	Title 1	

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Committee Chair	Kim Kimberling	Principal
Committee Co-Chair	Lisa Taylor	Assistant Principal
Classroom Teacher	Melanie Lesley	Kindergarten teacher
Classroom Teacher	Debbie Whitmire	First teacher
Classroom Teacher	Erica Massey	Second teacher
Classroom Teacher	Jennifer Burke	Third teacher
Classroom Teacher	Debbie Boehm	Fourth teacher
Classroom Teacher	Meagan Bacanskas	Fifth teacher
Business Representative	Derek Taylor	Business Rep
Parent	Michele Willingham	Parent
Parent	Ana Largo	Parent
District-level Professional	Kathy Massingill	District Math Coordinator
Non-classroom Professional	Rebecca Auen	counselor
Paraprofessional	M'Randa Seefeldt	Intervention Para
Non-classroom Professional	Suzy Lowry	Reading Interventionist
Non-classroom Professional	Jennifer Severns	Math Interventionist
Classroom Teacher	Brigh Effertz	Special Education Lead
Classroom Teacher	Michele Gustin	Rotation Teacher

Campus Funding Summary

211 - Title 1-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Tutors		$12,573.00
2	1	4	Interventionist and Paraprofessional		$81,965.00
2	2	4	Parent Conference Subs		$1,500.00
3	1	2	Professional Development		$17,000.00
3	1	5	Region 11 coaching staff		$5,700.00
3	1	7	General Supplies		$9,800.00
				Sub-Total	$128,538.00
				Grand Total	$128,538.00

Addendums

Essential Action 5.3: Data-driven instruction

Directions

1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.

2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.

3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	*Assessment calendars include windows for data analysis*		
	Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions		
	Coaching and support of teachers is informed by data		
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	*Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills*	Teachers are utilizing a data protocol sheet to identify trends in students misconceptions. As a PLC, teachers are determining the root cause for students not mastering the concept and planning reteach and spiral review. Next steps, are to write corrective instruction plans for tier 2 and schedule the date and method of reassessment of essential standards.	Work is underway
	Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding		
	Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date		
	Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong		
	Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review		
Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on	*Master schedule includes at least one block weekly for teacher teams to meet*	The master schedule includes a 40 minute block each week for teachers to meet as a collaborative team to discuss formative data, effective instructional practices, and possible adjustments to instructional delivery. Also, teachers utilize at least one day of their 50 minute conference time to plan as a team.	Substantially in place and functioning
	Teacher team meeting agendas are developed utilizing a common protocol		
	Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery		
Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and	*All classrooms include at least one visible student progress tracking artifact, which is regularly updated*	All classrooms utilize a Plan Do Study Act board to track the progress of essential standars. All grade-levels have a visible tracking artifact in the hallway, but only 25% of grade-levels have current data on the hallway boards.	Work is underway
	Campus hallways include at least one visible student progress tracking artifact, which is regularly updated		

Essential Action Reflection

Describe your implementation of Essential Action 5.3 *(Data-driven instruction) based on your evidence and analysis above.*	**1 - Not Yet Started** **2** **3** **4** **5 - Fully Implemented**	

Implementation

1
2
3
4
5