

**Houston Independent School District**  
**116 Briargrove Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

The purpose of our leadership team is to help our school meet its mission.

Our mission is to foster learning that develops, transforms, and challenges thinking in order to nurture the whole child into a productive, global citizen. Collaboration and continuous reflection between educators, students, families, and community promote the engagement of authentic and inquiry-based learning experiences driven by the learner. Through these experiences, students will understand the connectedness of all people, value inclusivity, and make choices to strengthen the future of our world.

## Vision

Our mission is to foster learning that develops, transforms, and challenges thinking in order to nurture the whole child into a productive, global citizen. Collaboration and continuous reflection between educators, students, families, and the community promote the engagement of authentic and inquiry-based learning experiences driven by the learner. Through these experiences, students will understand the connectedness of all people, value inclusivity, and make choices to strengthen the future of our world.

# Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
School Culture and Climate	5
Staff Quality, Recruitment, and Retention	6
Parent and Community Engagement	7
Priority Problems of Practice	8
Comprehensive Needs Assessment Data Documentation	9
Key Actions	11
Key Action 1: key Action for SPED: Briargrove Elementary will improve the quality of instruction delivered to students identified in special education. Students receiving special education services, regardless of their disability label or educational placement, will make adequate progress towards mastering their IEP goals and meeting grade-level standards. All staff personnel supporting students in special education will receive appropriate professional development and the resources necessary to deliver high-quality instruction.	11
Key Action 2: Briargrove Elementary will increase the overall quality of reading instruction in all PK-5 classrooms through the intentional planning and delivery of multiple-response strategies (MRS) during direct instruction and targeted reading interventions. Teachers will prioritize engagement strategies to ensure 100% of students are reading, writing, critically thinking, or engaging in academic-based dialogue throughout the lesson cycle. Students who are performing two years or more below grade level will be provided targeted reading intervention pull out based on individualized student needs.	14
Key Action 3: Briargrove Elementary will improve the quality of instruction in all grade-levels. The instructional practices targeted within PLC will promote the planning and execution of purposeful instruction. In addition to supporting the planning process, Brairgrove's PLC protocols will provide opportunities for teachers to observe Master Teachers/Career Pathways Coaches during instruction to provide peer coaching and share instructional strategies.	16
Key Action 4: Briargrove Elementary will increase the average daily attendance (ADA) rate from 94.2% during the 2022-2023 school year to at least 96.3% for the 2023-2024 school year. Briargrove Elementary will develop an attendance plan that prioritizes attendance in school-wide communication, offers incentives for students and classes meeting attendance expectations, and strategically targets families of our chronically absent students.	18
State Compensatory	20
Budget for 116 Briargrove Elementary School	20
Personnel for 116 Briargrove Elementary School	20

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Based on the most recent accountability data, Domain 1 ,(Student Achievement) indicates an overall mastery of 74% for Reading, 62% for Math, and 65% for Science. The BOY NWEA MAP data- indicates 29% (low achievement) 21% (below average) 18% (average) 18% (above average) and 14% (high).

Our 22-23 TELPAS data reflects 22% Beginning, 44% Intermediate, 25% Advance, 10% Advance High

Briargrove has self-contained classrooms in grades k-2 and departmentalized based on teachers' strength in grades 3 – 5. Currently, we are utilizing HQI instructional materials such as Eureka and Amplify for Tier 1 instruction. For the implementation of RtI, our Academic Lab provides instructional time at the end of the school day to target struggling students as well as project-based learning for our GT students. During Academic Lab, teachers conduct small groups targeting differentiation along with the use of research-based technology platforms that utilize AI to adapt to student needs. Regular collaborative planning, data PLCs and coaching provide consistent and targeted feedback to engage and improve teacher capacity and instruction. Enrichment teachers also address content-specific objectives to facilitate achievement and the overall campus reading and math goals during the first 15 minutes of their instruction.

### Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

As part of the needs assessment process, we discovered that our grade-level team leads lacked proper training for leading a group of teachers through the planning process. With the complex and sophisticated work ahead, it was important to invest time and resources in establishing a common team collaboration framework that would be adopted school-wide. Professional Learning Communities (PLCs) are the most effective form of professional development to help teachers with shared goals work together to expand their knowledge and improve their craft. Typically, a PLC consists of a facilitator leading a team of teachers that meets regularly to plan lessons, analyze lessons and create action plans.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** Data reveals that the areas of need that have to be addressed continues to be increasing the overall performance of our African American and Hispanic students in the core subjects and test scores. Also, a need to address all economic disadvantaged students in reading, math, and science exist. There is a need to address the percentage of Asian students performing on grade level for math and reading **Root Cause:** The majority of our Asian population consist of refugee students, newcomers, and emergent bilinguals who have recently come to America from Pakistan, Syria, Afganistan, and Iraq. These students have had limited exposure to the English language and often have an increased need for socio-emotional support which significantly impacts their learning.

# School Culture and Climate

## School Culture and Climate Summary

**Briargrove is a diverse campus with several various cultures and personal backgrounds amongst its staff and families. Considering these differences, it is imperative for the campus culture to reflect and embrace inclusivity of cultures, input, and feedback. It is important that our campus cultivates the mission of the International Baccalaureate program which aims to create lifelong learners who are compassionate and understand that other people, with their differences, can also be right.**

## School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

**Briargrove has strong systems in place to facilitate a consistent positive campus culture and climate. There are weekly and monthly meetings and events actively in place to ensure the culture of our campus remains stable. This includes, but is not limited to, the Safety Committee, Attendance Committee, At-Risk Committee, IB Leadership Cohort, and BGE Sunshine Committee which is spearheaded by leadership and teachers. Briargrove has a highly involved PTO that helps support the school climate in various ways. Through their involvement, PTO supports the campus by building morale amongst teachers and staff while also helping to bridge the gap between home and school for all parents.**

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** For the past three years, Briargrove has experienced at least 50% teacher turnover due to low staff morale as a result of frequent changes in leadership. This change has also impacted school-community relationships. Parents are involved; however, are reluctant to trust new leadership and often seek alternative education options. **Root Cause:** The lack of consistency in leadership has created very low staff morale. The changes in leadership have created uncertainty with schoolwide systems and expectations. In addition, each leadership change results in more teacher turnover.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

For the 2023-2024 school year, Briargrove Elementary has 68 staff members. Of those staff members, 41 are teachers, 7 are teaching assistants, and the other 20 are campus-based staff.

## Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

**At the present time, Briargrove Elementary is a fully staffed campus. Additional teaching assistants were hired for the school year to help support our self-contained special education classrooms.**

## Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

**Problem of Practice 1:** Briargrove Elementary's problem of practice lies in hiring certified teachers and teacher retention. At the present time we have five first year teachers. Of those five, four teachers are going through an Alternative Certification Program. There are currently fifteen teachers that are serving their first year on our campus as a first year teacher or new to HISD. **Root Cause:** At the conclusion of the 2022-2023 school year, teachers left the campus for various reasons: \* transfer within the district \* relocated to other districts within the state \* left the education profession \* moved into leadership positions in other districts

# Parent and Community Engagement

## Parent and Community Engagement Summary

**Briargrove has collaboratively worked with stakeholders to build strong and effective partnerships between parents, school and the community. These partnerships are grounded in positive, ongoing and goal-oriented relationships as engagement is essential in promoting academic achievement. Our community partners include our neighboring businesses HEB, Raising Canes, Starbucks, Whataburger, Big Brothers/Big Sisters, local fraternities and sororities, and Boys and Girls Club. These partnerships have allowed us to extend our service to the community as well as provide assistance to our families in need.**

## Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

**Briargrove ES has an actively involved Parent Teacher Organization. The PTO meets frequently and hosts events on campus in which attendance is encouraged by the entire BGE community. The PTO provides families the opportunity to volunteer for committees, host parent nights/trainings, post calendar events on social media, and connect families to needed resources outside of school.**

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** At Briargrove Elementary, language barriers disrupt connections between families and the school community. **Root Cause:** Due to the diversity on Briargrove's campus, language barriers can impede effective communication and understanding between families and the school. There is a lack of resources for families who are new to the country and need support in language acquisition.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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
- Budgets/entitlements and expenditures data
- Study of best practices

# Key Actions

**Key Action 1:** key Action for SPED:

Briargrove Elementary will improve the quality of instruction delivered to students identified in special education. Students receiving special education services, regardless of their disability label or educational placement, will make adequate progress towards mastering their IEP goals and meeting grade-level standards. All staff personnel supporting students in special education will receive appropriate professional development and the resources necessary to deliver high-quality instruction.

**Indicator of Success 1:** 90% of students identified in special education will demonstrate progress from middle-of-year (MOY) to end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

**Indicator 1:** 60% of 3rd-5th grade students identified in special education will perform at the 'Meets' performance standard on the Reading STAAR or Reading STAAR-Alt assessment at the end of the school year. Justification for students participating in the STAAR-Alt assessment will be outlined in their IEP.

**Indicator 2:** 60% of 3rd-5th grade students identified in special education will perform at the 'Meets' performance standard on the Math STAAR or Math STAAR-Alt assessment at the end of the school year. Justification for students participating in the STAAR-Alt assessment will be outlined in their IEP.

**Indicator 3:** 90% of students identified in special education will demonstrate progress from middle-of-year (MOY) to end-of-year (EOY) on the NWEA Reading and NWEA Math assessments.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Principal and Tier 2 Leaders will review report card grades and special education progress reports at the end of each cycle. Campus leaders will take necessary action based on inadequate progress or failing grades.</p> <p><b>School Leaders' Actions</b></p> <p>Principal and Tier 2 Leaders will create an organizational chart of the special education department and clearly define the day-to-day roles and responsibilities of all members of the special education department. Principal and Tier 2 Leaders will strategically assign homerooms to students receiving special education services to promote a more efficient model of delivering in-class support, resource, and dyslexia services. Principal and Tier 2 Leaders will purchase instructional resources needed to effectively target student IEP goals. Principal and Tier 2 Leaders will monitor lesson plan submission and provide feedback to lesson plans on a weekly basis. Principal and Tier 2 Leaders will ensure all teachers and stakeholders providing instruction to students with disabilities are provided copies of their IEP and are familiar with the student's day-to-day support necessary for student success. Principal and Tier 2 Leaders will review report card grades and special education progress reports at the end of each cycle. Campus leaders will take necessary action based on inadequate progress or failing grades. Campus principal will elicit support from the Office of Special Education and build-in time for campus staff to collaborate regularly with district support. Principal and Tier 2 Leaders will clearly define procedures for implementing and recording accommodations for daily assignments and assessments. Assistant principal will schedule a weekly standing meeting with the special education department chairperson to identify what immediate supports are needed for the special education department.</p>	Formative			Summative
	Feb	Mar	Apr	June

**Staff Actions**

Specific Actions: School leaders Principal and Tier 2 Leaders will create an organizational chart of the special education department and clearly define the day-to-day roles and responsibilities of all members of the special education department. Principal and Tier 2 Leaders will strategically assign homerooms to students receiving special education services to promote a more efficient model of delivering in-class support, resource, and dyslexia services. Principal and Tier 2 Leaders will purchase instructional resources needed to effectively target student IEP goals. Principal and Tier 2 Leaders will monitor lesson plan submission and provide feedback to lesson plans on a weekly basis. Principal and Tier 2 Leaders will ensure all teachers and stakeholders providing instruction to students with disabilities are provided copies of their IEP and are familiar with the student's day-to-day support necessary for student success. Principal and Tier 2 Leaders will review report card grades and special education progress reports at the end of each cycle. Campus leaders will take necessary action based on inadequate progress or failing grades. Campus principal will elicit support from the Office of Special Education and build-in time for campus staff to collaborate regularly with district support. Principal and Tier 2 Leaders will clearly define procedures for implementing and recording accommodations for daily assignments and assessments. Assistant principal will schedule a weekly standing meeting with the special education department chairperson to identify what immediate supports are needed for the special education department. School Staff The special education chairperson will ensure 100% of students are assigned a case manager by the first day of school. The special education chairperson will ensure case managers are deeply knowledgeable of their students' IEPs, strengths, weaknesses, supports needed, schedule of instructional services, method of instructional services, and other stakeholders supporting the student (related services, general education teachers, etc.). Case managers will participate in professional development related to the curriculum identified in the student's IEP. Case managers will develop a system for collecting and analyzing IEP goal data on a three-week timeline. Case managers will create student binders or portfolios to collect student work throughout the year. General education teachers and related service providers will familiarize themselves with student IEPs and supports needed prior to the first day of school. Special education teachers and general education teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 48 hours. Special education teachers and general education teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study.

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No Progress



Accomplished



Continue/Modify



Discontinue

**Key Action 2:** Briargrove Elementary will increase the overall quality of reading instruction in all PK-5 classrooms through the intentional planning and delivery of multiple-response strategies (MRS) during direct instruction and targeted reading interventions. Teachers will prioritize engagement strategies to ensure 100% of students are reading, writing, critically thinking, or engaging in academic-based dialogue throughout the lesson cycle. Students who are performing two years or more below grade level will be provided targeted reading intervention pull out based on individualized student needs.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Indicator of Success 1:** Needs Assessment with Data and Rationale:

Based on preliminary STAAR data, Domain 1 reading data decreased by 6% at the Approaches level which also impacted the Meets and Masters levels.

**Indicator 1:** By 1 July 2024, 85% of K through 2nd grade students in the Science of Reading program (Amplify) will perform above benchmark on the DIBELS assessment on the five components of literacy.

**Indicator 2:** By 1 July 2024, 75% of 3rd through 4th grade students in the Science of Reading program (Amplify) will perform above benchmark on the NWEA assessment.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Principal and Tier 2 Leaders will deliver school-wide professional development during pre-service on the importance of multiple-response strategies and model examples teachers can use during instruction.</p> <p><b>School Leaders' Actions</b></p> <p>Principal and Tier 2 Leaders will deliver school-wide professional development during pre-service on the importance of multiple-response strategies and model examples teachers can use during instruction. Principal and Tier 2 Leaders will provide school-wide professional development during pre-service for Lexia Core 5 reading intervention resource. Principal and Tier 2 Leaders will develop a resource for teachers that lists the various multiple response strategies and defines each individual strategy to ensure teachers are using a variety of strategies in their lessons. Campus principal will develop and communicate a lesson plan submission protocol that details how multiple response strategies (MRS) will be delivered in the lesson. Principal and Tier 2 Leaders will monitor lesson plan submission and provide feedback to lesson plans on a weekly basis. Principal and Tier 2 Leaders will develop and implement an intervention pull-out schedule to provide small group pull outs at least 3 times a week. Principal and Tier 2 Leaders will facilitate ongoing PLCs that focus on engagement strategies throughout the school year. Principal and Tier 2 Leaders will provide coaching and written feedback to every teacher on a weekly basis through spot observations. Principal and Tier 2 Leaders will provide additional coaching and support to teachers that are not progressing towards the indicators of success. Campus principal will lead a monthly leadership team meeting to analyze spot observation and T-TESS data. Campus principal will track progress towards achievement of the indicators of success.</p> <p><b>Staff Actions</b></p> <p>Teachers will participate in 100% of PLC meetings unless given advanced permission by the campus principal. Teachers will participate in PD on the effective use of research based resource, Lexia Core 5 to provide reading interventions. Teachers will develop lesson plans that outline multiple response strategies being delivered throughout their lessons on a weekly basis. Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 48 hours. Teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study. Each teacher will observe at least two other teachers each semester and provide feedback on the use of multiple response strategies in the classroom and identify next steps for their own instructional practice</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Key Action 3:** Briargrove Elementary will improve the quality of instruction in all grade-levels. The instructional practices targeted within PLC will promote the planning and execution of purposeful instruction. In addition to supporting the planning process, Brairgrove's PLC protocols will provide opportunities for teachers to observe Master Teachers/Career Pathways Coaches during instruction to provide peer coaching and share instructional strategies.

**Indicator of Success 1:** Establish common language around collaborative planning and apply the PLC principles with their team.

Establish norms and develop strategies for having coaching conversations about teaching and learning with best practices.

Create a sense of shared responsibility for all students through data-driven dialogue.

**Indicator 1:** 80% of walkthroughs conducted between October 2023 and February 2023 will be at proficient or above as rated by the campus appraisers. The percentage will increase to 90% in April 2023

**Indicator 2:** 80% of walkthroughs conducted between October 2023 and February 2023 will be at proficient or above as rated by the campus appraisers. The percentage will increase to 90% in April 2023

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Principal and Tier 2 Leaders will create PLC protocols that outline an effective planning process and targets schoolwide instructional practices.</p> <p>Principal and Tier 2 Leaders will create a master schedule that allows regular opportunities for grade-level teams and content teams to plan together to promote horizontal and vertical alignment.</p> <p><b>School Leaders' Actions</b></p> <p>Campus principal will deliver school-wide professional development during pre-service on the importance of PLC and clearly communicate campus expectations for PLC. Principal and Tier 2 Leaders will develop and communicate a lesson plan submission protocol that allows for leaders to regularly monitor and provide feedback to lesson plans. Principal and Tier 2 Leaders will create PLC protocols that outline an effective planning process and targets schoolwide instructional practices. Principal and Tier 2 Leaders will create a master schedule that allows regular opportunities for grade-level teams and content teams to plan together to promote horizontal and vertical alignment. horizontal and vertical alignment. Campus principal will identify specific dates and times for teachers to meet with the leadership team to target schoolwide instructional practices and create a calendar that pairs PLC topics with specific dates. Principal and Tier 2 Leaders will model implementation of campus PLC protocols for the first month of the school year. Principal and Tier 2 Leaders will facilitate ongoing PLCs that focus on aligned planning and best practices for instruction throughout the school year. Principal and Tier 2 Leaders will provide coaching and written feedback to every teacher on a weekly basis through spot observations. Principal and Tier 2 Leaders will provide additional coaching and support to teachers that are not progressing towards the indicators of success. Campus principal will lead a monthly leadership team meeting to analyze spot observation data. Campus principal will tra</p> <p><b>Staff Actions</b></p> <p>Teachers will participate in 100% of PLC meetings unless given advanced permission by the campus principal. Teachers will participate in PD on the effective use of research-based resource, Lexia Core 5 to provide reading interventions. Teachers will develop lesson plans that outline multiple response strategies being delivered throughout their lessons on a weekly basis. Teachers will engage in coaching conversations with campus leaders and implement the feedback provided in their upcoming lessons within 48 hours. Teachers will collect, monitor, and report on classroom data related to DOLs and common assessments concurrent with their units of study. Each teacher will observe at least two other teachers each semester and provide feedback on the use of multiple response strategies in the classroom and identify next steps for their own instructional practice.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Key Action 4:** Briargrove Elementary will increase the average daily attendance (ADA) rate from 94.2% during the 2022-2023 school year to at least 96.3% for the 2023-2024 school year. Briargrove Elementary will develop an attendance plan that prioritizes attendance in school-wide communication, offers incentives for students and classes meeting attendance expectations, and strategically targets families of our chronically absent students.

**Indicator of Success 1: Goals and Priorities:**

Increase overall daily attendance to positively impact student achievement.

Clarify misconceptions about attendance and share strategies for parents to increase attendance for their individual children.

**Indicator 1:** By June 2024, the average daily attendance (ADA) for Briargrove Elementary will be 96.3% or higher.

**Indicator 2:** The average daily attendance (ADA) for Briargrove Elementary will be 95.7% or higher for each of the six cycles throughout the 2023-2024 school year.

**Indicator 3:** Compared to 10% during the 2022-2023 school year, the percent of students considered as chronically absent will decrease to 7% by the end of Cycle 3 and then 6% by the end of Cycle 6. Students are considered chronically absent if they have 18 or more absences during the school year or have 3 absences per cycle.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> The campus registrar will ensure 100% of the students enrolled have a working phone number and email address on file.</p> <p>The school counselor will provide opportunities for recognition and incentives for student attendance with Roadrunner Bucks, individual and class-wide celebrations, and monthly recognition for students with perfect and improved attendance.</p> <p>Teachers will communicate the importance of daily attendance to their students on a regular basis and set attendance requirements to participate in field trips or other special school events.</p> <p>Teachers will contact families of students that have missed two consecutive days and provide the response to the campus registrar. The campus registrar will make direct contact with the family if the student is absent a third consecutive day.</p> <p>The wraparound specialist will monitor attendance on a weekly basis and provide a report to campus leadership every three weeks and identify what students are at-risk for being chronically absent.</p> <p>The wraparound specialist will contact families of chronically absent studen</p> <p><b>School Leaders' Actions</b></p> <p>Campus principal will identify an attendance committee that will meet three times a school year (once every two cycles). Campus principal will develop an attendance plan that outlines campus procedures for tracking attendance and identifying students not meeting campus attendance expectations. Principal and Tier 2 Leaders will communicate the importance of attendance and the campus attendance goals to the students and staff through back-to-school events and through morning messages. Principal and Tier 2 Leaders will communicate the importance of attendance and the campus attendance goals to the community through back-to-school events and through weekly communication sent by the principal. Every three weeks, school leaders will identify families considered chronically absent and make contact (phone call or in-person) to address the concern and see what support can be provided. Principal and Tier 2 Leaders will publish attendance incentives available to students in the campus student handbook and campus staff handbook.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# State Compensatory

## Budget for 116 Briargrove Elementary School

**Total SCE Funds:** \$32,976.96

**Total FTEs Funded by SCE:** 0.4

### Brief Description of SCE Services and/or Programs

SCE funds are currently being used for our Dyslexia Interventions.

## Personnel for 116 Briargrove Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lauren Berlin	Teacher Specialist	0.4