Houston Independent School District

121 Bruce Elementary School

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

Enrollment

Grade Level	2021-2022	2022-2023
PK	44	47
K	39	40
1st	67	42
2nd	43	55
3rd	47	39
4th	56	38
5th	50	42
Total	**346**	**303**

Discipline

School Year	ISS	OSS	Alternative Placement	Other
2019-2020	0	24	0	
2021-2022	0	12	0	
2022-2023	0	0	0	

Eco Dis

	2021-2022	2022-2023
Eco Dis %	96%	95%

Subgroup

Ethnicity	2021-2022	2022-2023
Black	72%	76%
Hispanic	27%	21%
White	1%	1%

Ethnicity	2021-2022	2022-2023
Asian	1%	1%
Two or More	0%	1%

Special Population

Special Populations

Special Pop	2022-23
EL	8%
SPED	9%
GT	2%

Discipline

School Year	ISS	OSS	Alt Plc.
2022-23	0	0	0

Bruce Elementary school is a PK-5 comprehensive Fine Arts Magnet school in the Fifth Ward community. Our music program offers students daily instruction in the areas of guitar, keyboard, violin, woodwind and brass instruments. This year, for the 2022-2023 school year, we will continue our expansion of our Magnet program to provide student access to dance, chess and art instruction based on student interest. During the 2017-2018 SY, Bruce served 602 students, 502 in 2018-2019, 432 in 2019-2020, 372 in 2021-2022.Currently, we are serving 303 students, of the 303 students served 96% of the students are considered economically disadvantaged. The ethnic breakdown of the student population is 76% African American, 21% Hispanic and 1% White and Asian. English Language Learners make up 14% of the student population, this number is a 7% decrease from the 2019 SY. The majority of English Language Learners served at Bruce ES include refugee students from different parts of Africa. Bruce has incorporated additional program offerings such as chess, theater, dance, and art to attract more students to Bruce ES. The Clayton Homes housing community accounted for over half of Bruce population for the 2020-2021 SY. We have expanded our program to include a Pre-K-3 program. This has resulted in offsetting our declining enrollment for the 2022-2023 SY. We are currently 12 students below projection with a comprehensive plan to acquire additional students before our snapshot date. Our comprehensive plan include partnering with our surrounding communities (new home builders) and exisiting housing communities to engage families in off site enrollment opportunities, support acquiring needed documentation, and providing a direct contact to support with navigating through enrollment procedures.

Domain 1

	Approaches	Meets	Masters
2018-19	60%	15%	9%
2020-21	21%	27%	6%
2021-22	60%	28%	14%

TELPAS (2022)

Grade	# of students	Yearly Progress Composite Rating
K	3	0%
1	4	75%
2	4	25%
3	1	100%
4	11	27%
5	10	10%

STAAR and TELPAS

We derived the data for our need assessment directly from our campus most recent STAAR, Renaissance 360, TELPAS, as well as the TEA Accountability reports and PEIMS. Overall, as a campus Bruce Met Standard for the 2021-2022 school year with a "B" rating. Data released by TEA indicates that the campus met standard in Domain 2 Part A and B, as well as Domain 3 based on the state accountability system; however, Bruce did not meet standard in Domain 1. TEA data released for the 2018-2019 school year indicates Bruce met standard with a letter grade of D. Currently, a review of TEA accountability measures shows the following results for the 2018-2019 school year: Domain 1= 59; Domain 2 Part A = 92; Part B = 66; Domain 3= 72. Bruce exceeded progress targets in Domains 2 and 3. TELPAS results for the 2021-2022 school year indicated that approximately 35% of all students increased by at least one proficiency level, these results indicate a 1% decrease from 2018-2019 results. Overall, while Bruce did not meet in Domain 1, students exceeded progress in Domains 2 and 3. Progress was exceeded through consistent monitoring and adjusting of instruction, use of exemplars for student learning, systematic response to intervention system, implementation and effective execution of instructional framework, planning structure, after-school tutorial, intervention allotted during the school day, and Saturday camps offered October-May. An analysis of campus data indicates that Bruce is did not meet standard in Domain I. STAAR was not administered due to COVID 19 Pandemic for the 2019-2020 SY. Renaissance data taken during the month of May 2022 indicate significant improvement in Reading and Math, as the number of students in urgent intervention and intervention in Gr. 1-5 decreased. Currently, a comparison of EOY 2019 and EOY 2020 data indicates an increase in the number of students in urgent intervention in 2-5 reading, 6% decrease in the number of students in urgent intervention for 2-5 math, and 1% increase in the number of students who are in urgent intervention in early literacy.

Historical Data

Ren 360 Reading EOY Date Comparison		
	2019	2020
Urgent Intervention	27%	39%
Intervention	16%	15%
On Watch	18%	13%
At Above	39%	33%

Current Data

Reading

	2021-22
Urgent Intervention	31.5%
Intervention	27%

	2021-22
On Watch	13.75%
At Above	28.75%

Early Lit.

	2021-22
Urgent Intervention	34%
Intervention	26%
On Watch	20%
At Above	20%

-

Univ. Screen. Data

	Urgent Intervention
K-1	34%
2-5	31.5%

Math

	2021-22
Urgent Intervention	28%
Intervention	17.2%
On Watch	17%
At Above	30.2%

Universal Screener Reading Data Analysis

A review of our end of year universal screener data for reading at the close of the 2021SY indicated: 41% of scholars in grades 2-5 are considered urgent intervention and 29% of scholars in K-1 were urgent intervention at EOY. Currently, 31% of scholars in grades 2-5 are considered urgent intervention and 34% of scholars in PK-1. These trends show that incoming grades 2-5 scholars are below level readers. To address these concerns, we have partnered with Reading Mastery, Hands2Mind, and Scholastic to provide professional learning and coaching to leaders and teachers to support small group instruction and intervention. Additionally, we have developed a comprehensive IAT intervention plan that includes the development of a structured small group instruction framework to increase the effectiveness of small group instruction in grades K-5. Ongoing guided reading coaching support and professional learning opportunities in grades PK-1 has been provided to ensure we are building strong literacy foundations at all levels. Additionally, we have hired a Literacy Coach to support guided reading and small group reading instruction PK-5. Coaching support will include modeling guided reading and small group, monitoring and assessing mastery based on our Campus Vision of Excellence.

Overage

Grade	2021-22	2022-23
1	12	8
2	10	11
3	3	9
4	3	5
5	2	0
Total	30	33

Our data indicates a slight increase in the number of overage students. This number increased from 30 to 31 in the year 2021. We assigned an overage coordinator to monitor and support progress for identified overage students. Students who are identified, we create a plan to get students back on track and host progress ceremonies for them when they achieve their goal. This has supported the decrease in the number of overage students. Due to learning loss and attendance due to the pandemic we have developed strategies to support those students who were retained due to attendance and grades to ensure they are back on track by the close of the 2022-2023 SY.

Demographics Strengths

STAAR Domain II-Growth

	All Students	African American	Hispanic	Eco Dis	EB/EL	SPED	Cont. Enroll	Non-Cont. Enroll
				Growth				
Our Score (2022 STAAR)	**82%**	83%	81%	82%	73%	78%	82%	83%
Reading Target	**66%**	**62%**	**65%**	**64%**	64%	59%	**66%**	67%
Bruce ES Total	**80**	52	28	78	12	10	62	18

	All Students	African American	Hispanic	Eco Dis	EB/EL	SPED	Cont. Enroll	Non-Cont. Enroll
Our Score (2022 STAAR)	**85%**	82%	89%	85%	95%	89%	**86%**	82%
Math Target	**71%**	67%	69%	68%	68%	61%	**71%**	70%
Bruce ES Total	**80**	52	28	78	12	10	62	18

A review of our STAAR Data for the 2021-2022 school year indicates that our students are growing and we are closing the achievement gap. Currently 92% of our students met their growth measure. We will continue to target subgroups for student achievement and growth. We have revisited and revised our DDI protocols and set targets for each Domain and all subgroups. These targets are aligned with an A Rated for the 2022-2023 SY. To meet these goals, we have partnered with Hands2Mind, Step Up2 TEKS, Opportunity Culture, and Dana Vontoure Learning to support with additional coaching and professional learning for Tier II leaders and teachers to support rigorous instruction, creating exemplars, and student success criteria for learners. Additionally, we have developed a comprehensive IAT intervention plan that includes the development of a structured small group instruction framework to increase the effectiveness of small group instruction in grades K-5. To support the effectiveness of this plan we have secured two interventionist that will target HB4545 students needing support and EL students based on our STAAR data. Ongoing small group coaching support and professional learning opportunities in grades PK-5 has been provided to ensure we are building strong numeracy foundations at all levels.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause:** Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Problem of Practice 2 (Prioritized): Since 2018 Bruce ES has seen a steady decline in enrollment. **Root Cause:** After a deep analysis of data collected through our housing community partnership, housing community meetings, parent and community focus groups, community asset statistics, and I-45 expansion project data, it has been determined that regentrication and I-45 expansion is the root cause of declining enrollment at Bruce ES.

Student Learning

Student Learning Summary

Student Learning Summary

Our campus leadership team has deeply analyzed instructional and intervention practices to secure substantial gains for the 2020-2021 SY. We continue to implement researched based adjustments to our planning structures based on "Get Better Faster," student data tracking practices, intentional leadership personnel changes, and instructional monitoring processes. We have planned yearlong support for teachers and leaders to improve initial instruction and conducted deep data dives to improve "how" we are coaching and supporting teachers, communicating and executing our instructional framework, and providing intervention to scholars during the school day to foster growth in all Domain I- based on the current accountability system for the 2022-2023SY. Bruce areas of opportunities are increase student achievement data in Domain I by increasing the number of scholars performing at the meets and masters level on Reading and Math STAAR. As shown below, on the most recent campus STAAR Results, while we doubled the number of scholars performing at the Meets and Masters level on STAAR, we did not meet our target in Domain I.

Domain 1

	Approaches	Meets	Masters
2018-19	60%	15%	9%
2020-21	21%	27%	6%
2021-22	60%	28%	14%

These results are attributed to consistent use of aggressive monitoring strategies, adjusting our data dig protocols, and consistent use of exemplars. We will continue these practices for the current school year with a focus on increasing rigor through use of success criteria, student discourse, and quality questioning. We will focus our work on creating exemplars by deconstructing our teks and developing know it show it charts to ensure we are adequately aligning instruction and teaching to the level of the TEK.

Math

	Approaches	Meets	Masters
2021-22	52%	19%	11%

Though substantial growth is evident in our Domain II in mathematics, data collected in Domain I indicate the need for more students performing at the meets and masters level. We have develop clear strategies for increasing rigor in instruction based on research based practices and the Get Better Faster Model. We will provide in the moment coaching opportunities around student discourse, use of academic vocabulary, teacher and student data tracking, use of student success criteria, and exemplars. Sometimes a lesson will automatically click for a student. Other times, it takes students a little longer to grasp the concept. We will employ these strategies with assessment checkpoints to monitor our progress in mathematics and aggressively monitor instruction.

Student Learning Strengths

Domain II

Growth								
Our Score (2022 STAAR)	**82%**	83%	81%	82%	73%	78%	82%	83%
Reading Target	**66%**	**62%**	**65%**	**64%**	64%	59%	**66%**	67%
Bruce ES Total	**80**	52	28	78	12	10	62	18

Our Score (2022 STAAR)	**85%**	**82%**	**89%**	**85%**	**95%**	**89%**	**86%**	**82%**
Math Target	**71%**	**67%**	**69%**	**68%**	68%	61%	**71%**	70%
Bruce ES Total	**80**	52	28	78	12	10	62	18

Science

	Approaches	Meets	Masters
2021-22	58%	26%	11%

Reading

	Approaches	Meets	Masters
2021-22	68%	38%	18%

Our student learning strengths are they are growing at significant rates we met our growth measure in every subgroup in science, reading and math. The growth rate is no lower than 10% and as high as 30% for some groups. We the number of students in approaches and meets has doubled. We will continue our momentum with student growth and increase the number of students in meets in masters through our focus on our BIG Rocks; consistently setting and monitoring student mastery through use of success criteria, creating exemplars, deconstructing teks, increasing student discourse, and aligning instruction. We have revisited and revised our campus instructional framework and aligned campus resource and supports to meet our goals.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target. **Root Cause:** We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

Problem of Practice 2 (Prioritized): According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause:** Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

School Processes & Programs

School Processes & Programs Summary

Current Staff by Title

	2019	**2021**
Teacher	24	20
Admin	2	2
Other Staff	4	13
Nurse	1	1
Counselor	1	1
Wraparound Specialist	1	1
Librarian	1	1

StaffExperience

# of Teachers	AverageYearsof Experience
6	0-1
6	1-2
5	3-4
0	4-6
0	6-8
4	8-10
0	10 or more

Hiring Strategies

Bruce is currently 98% staffed for the 2022-2023 SY. We have partnered with the Texas Teachers, University of Houston, and HAABSE in addition to our district recruitment efforts to staff our campus. We have implemented a hiring process that includes lesson demonstration, panel interviews with community partners, parents, and teachers to identify highly qualified best fit teachers and support staff for Bruce ES. Due to recent turnover of leadership team, we have implemented leadership hiring practices that include, coaching professional learning community and planning demonstration, as well as analyzing present school data based on a given set of data. We have implemented the use of hiring rubrics and assessments to support with hiring and maintaining high quality personnel. Additionally, we utilize district offered stipend as incentive to recruit high quality staff at job fairs and on targeted social media outlets.

Retention Strategies

Bruce has embedded teacher and leadership support, coaching, and development strategies schedule and ensured it is a part of our daily practices. Current retention strategies include side by side coaching and planning support for new and existing teachers, professional learning communities, home grown leadership development academy, and leadership PLC's. New Teachers are assigned mentors and Jedi leaders who support with day-to-day instructional planning and organization. Marvel Academy and mentors are developed through monthly professional learning communities to provide coaching support needed to assist teachers. Weekly Learning Labs for new and returning teachers on topics based on data gathered from collaborative leadership walkthroughs. This has supported with increasing both teacher and leader capacity and resulted in significant progress towards our goal of improving our culture through building positive productive teams.

Master Schedule Restructure

Bruce has created a master schedule that embeds intervention, sixty minute planning, and professional learning opportunities for teachers for vertical and horizontal planning. Teachers are engaged in vertical collaboration and planning across grade levels leading to stronger teams and increased teacher capacity.

Leadership Development

Bruce has developed and are currently implementing solid systems to develop Tier II leaders. Facilitating weekly leadership meetings with consistent agendas and actionable timelines. Biweekly Leadership PLC's including celebrations, clear actions and responsibilities, and monitoring plans for information learned. Bruce has implemented focused collaborative leadership walks to align coaching and feedback. Tier II leaders are consistently reviewing communication, expectations, and information gathered from walkthroughs to ensure it is aligned with the vision of excellence provided to teachers. Additionally, we are developing leaders through our in-house leadership academy through our Team Leaders. Aspiring to research-based leadership practices outlined in "Impact Cycle" by Jim Knight and "Power of A Positive Team" and "Get Better Faster." Rubrics and protocol for Tier II Leader shadows to provide clear, consistent, timely feedback with next steps and timelines to ensure leadership success.

PBIS Systems

A review of our campus data outlines below indicates a decrease in the number of students in OSS by 33. Our goal for the next school year is to decrease this number by an additional 6%. Every teacher has received professional development on CHAMPS and Teach Like a Champion including campus contracted support staff. Daily monitoring, coaching, modeling, and feedback of effective use of these strategies has been implemented and we currently at 95% implementation. We have developed professional development, walkthrough checklist, and awards calendar to consistently monitor effective implementation and celebrate successes. Implementation is ongoing.

	2019	2020
ISS	0	0
OSS	45	12

	2019	2020
Expulsion/Alternative Placement	0	0

Discipline

School Year	ISS	OSS	Alt Plc.
2022-23	0	0	0

IAT

Bruce has created an IAT action plan to assess, progress monitor, gather, data, train, and coach teachers and intervention support on campus. This plan provides an intervention instructional framework and time bound block structure, focused resources, and intervention planning and professional learning opportunities for teachers to understand structures and expectations and time bound start dates. Additionally, a system for accelerated instruction has been developed to offer students in grades 2-5 30 additional minutes Monday- Thursday of reading instruction. This additional instructional time will be paired with enrichment and project-based learning to promote attendance. A system to develop and coach tutors supporting intervention and accelerate instruction has also been implemented to ensure effectiveness of programming. Additionally, we have secured a Reading Interventionist and Math Interventionist.

School Processes & Programs Strengths Hiring Strategies

Bruce is currently 98% staffed for the 2022-2023 SY. We have partnered with the Texas Teachers, University of Houston, and HAABSE in addition to our district recruitment efforts to staff our campus. We have implemented a hiring process that includes lesson demonstration, panel interviews with community partners, parents, and teachers to identify highly qualified best fit teachers and support staff for Bruce ES. Due to recent turnover of leadership team, we have implemented leadership hiring practices that include, coaching, professional learning community and planning demonstration, as well as analyzing present school data based on a given set of data. We have implemented the use of hiring rubrics and assessments to support with hiring and maintaining high quality personnel. Additionally, we utilize district offered stipend as incentive to recruit high quality staff at job fairs and on targeted social media outlets.

Retention Strategies

Bruce has embedded teacher and leadership support, coaching, and development strategies schedule and ensured it is apart of our daily practices. Current retention strategies include side by side coaching and planning support for new and existing teachers, professional learning communities, home grown leadership development academy, and leadership PLC's. New Teachers are assigned mentors and Jedi leaders who support with day to day instructional planning and organization. Jedi Leaders and mentors are developed through monthly professional learning communities to provide coaching support needed to assist teachers. Weekly Learning Labs for new and returning teachers on topics based on data gathered from collaborative leadership walkthroughs. This has supported with increasing both teacher and leader capacity, and resulted in significant progress towards our goal of improving our culture through building positive productive teams.

Master Schedule Restructure

Master schedule has been restructured to provide job embedded opportunities for professional learning for teachers through opportunities for vertical and horizontal planning. Teachers are engaged in vertical collaboration and planning across grade levels leading to stronger teams and increased teacher capacity. We are also extending the reach of our master teachers by allocating time outside the classroom to coach new and struggling teachers.

Leadership Development

We have developed and are currently implementing solid systems to develop Tier II leaders. Facilitating weekly leadership meetings with consistent agendas and actionable timelines. Biweekly Leadership PLC's including celebrations, clear actions and responsiblities, and monitoring plans for information learned. Bruce has implemented focused collaborative leadership walks to align coaching and feedback. Tier II leaders are consistently reviewing communication, expectations, and information gathered from walkthroughs to ensure it is aligned with the vision of excellence provided to teachers. Additionally, we are developing leaders through our in-house leadership academy through our Team Leaders. Rubrics and protocol for Tier II Leader shadows to provide clear, consistent, timely feedback with next steps and timelines to ensure leadership success. We have secured five multiclassroom leaders to support with planning and coaching teachers. We host two meetings weekly to engage mutliclassroom room leaders in planning preparation and

facilitation.

School Processes & Programs Strengths

School Processes & Programs Strengths Hiring Strategies

Bruce is currently 98% staffed for the 2022-2023 SY. We have partnered with the Texas Teachers, University of Houston, and HAABSE in addition to our district recruitment efforts to staff our campus. We have implemented a hiring process that includes lesson demonstration, panel interviews with community partners, parents, and teachers to identify highly qualified best fit teachers and support staff for Bruce ES. Due to recent turnover of leadership team, we have implemented leadership hiring practices that include, coaching, professional learning community and planning demonstration, as well as analyzing present school data based on a given set of data. We have implemented the use of hiring rubrics and assessments to support with hiring and maintaining high quality personnel. Additionally, we utilize district offered stipend as incentive to recruit high quality staff at job fairs and on targeted social media outlets.

Retention Strategies

Bruce is an Opportunity Culture Campus, we have extended the reach of our exemplar teachers. We have embedded teacher and leadership support, coaching, and development strategies into our schedule to ensure it is apart of our daily practices. Current retention strategies include side by side coaching and planning support for new and existing teachers, professional learning communities, home grown leadership development academy, and leadership PLC's. New Teachers are assigned mentors and Jedi leaders who support with day to day instructional planning and organization. Marvel Academy Leaders and mentors are developed through monthly professional learning communities to provide coaching support needed to assist teachers. Weekly Learning Labs for new and returning teachers on topics based on data gathered from collaborative leadership walkthroughs. This has supported with increasing both teacher and leader capacity, and resulted in significant progress towards our goal of improving our culture through building positive productive teams.

Master Schedule Restructure

Master schedule has been restructured to provide job embedded opportunities for professional learning for teachers through opportunities for vertical and horizontal planning. Teachers are engaged in vertical collaboration and planning across grade levels leading to stronger teams and increased teacher capacity.

Leadership Development

We have developed and are currently implementing solid systems to develop Tier II leaders. Facilitating weekly leadership meetings with consistent agendas and actionable timelines. Biweekly Leadership PLC's including celebrations, clear actions and responsiblities, and monitoring plans for information learned. Bruce has implemented focused collaborative leadership walks to align coaching and feedback. Tier II leaders are consistently reviewing communication, expectations, and information gathered from walkthroughs to ensure it is aligned with the vision of excellence provided to teachers. Additionally, we are developing leaders through our in-house leadership academy through our Team Leaders. Rubrics and protocol for Tier II Leader shadows to provide clear, consistent, timely feedback with next steps and timelines to ensure leadership success.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): After attending weekly planning sessions, instruction in some classrooms are still not aligned to the TEK and are not at the appropriate level of rigor. **Root Cause:** Multiclassroom Leaders are in the developing stages as it relates to coaching and effectively executing a PLC and planning session, as we are in the initial stages of implementation of Opportunity Culture.

Perceptions

Perceptions Summary

Perceptions Summary

 The Bruce ES Elementary staff met in May 2022 and established and restablished the Mission, Vision, and Values. We have designed and established clear instructional protocols and procedures for IAT, Tier 1 Instruction, hiring, planning, intervention, and data analysis. We will continue to have team building activities, Think Tanks, and collective decision-making opportunities. This year is our first year as an Opportunity Culture Campus. We have adapted the philosophy of "Power of Positive Team." Parent-interest has been consistent and very positive. The community is eager to get started with the 2022-2023 school year. We have additional partnerships this year with Dream Academy, Houston-Symphony, and the Deluxe Theater. Bruce has garnered the support of over 50 community partners including, new home builders, The Buffaloe Bayou Collaborative, and the two remaining housing communities in the surrounding areas. These connections allow us to support each other in our daily work and our community. This was especially beneficial during the pandemic and winterstorm as it allowed us to get need resources to our community. Additionally, we hold regular bimonthly meetings to engage community members and garner partnerships.

-

Perceptions Strengths

Perceptions Strengths

The Bruce PTO board is established, excited, and ready to support and engage with the school and community. Volunteers have their own Parent Activity Room at the front of the school where they can meet and work on school activities. Our Community partners have their own room to host community meetings and meet with families to support. We also have community support partners housed on our campus to support the community such as; Kids Hope, MBK, Literacy Now, Harris County Community Youth Services, the staff is building relationships and engaging with students and families.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Perception data is not systematically collected to inform practices. **Root Cause:** A system for collecting perception data from community has not been

developed.

Priority Problems of Practice

Problem of Practice 4: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention.

Root Cause 4: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Problem of Practice 4 Areas: Demographics - Student Learning

Problem of Practice 2: Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target.

Root Cause 2: We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: After attending weekly planning sessions, instruction in some classrooms are still not aligned to the TEK and are not at the appropriate level of rigor.

Root Cause 3: Multiclassroom Leaders are in the developing stages as it relates to coaching and effectively executing a PLC and planning session, as we are in the initial stages of implementation of Opportunity Culture.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 1: Since 2018 Bruce ES has seen a steady decline in enrollment.

Root Cause 1: After a deep analysis of data collected through our housing community partnership, housing community meetings, parent and community focus groups, community asset statistics, and I-45 expansion project data, it has been determined that regentrication and I-45 expansion is the root cause of declining enrollment at Bruce ES.

Problem of Practice 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Discipline records
- Enrollment trends

Employee Data

* Teacher/Student Ratio
* Campus leadership 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
* Capacity and resources data
* Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd- 5th Grade students performing at or above grade level in reading as measured by the meets and masters standard on STAAR will increase by 47 percentage points from 38% to 75% for in Spring 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of reading teachers in grades PK-5 will be provided professional learning around planning and delivering effective and engaging mini-lessons and guided reading instruction.

Evaluation Data Sources: T-TESS Walkthrough and Observation Data. Running Record data for students at MOY and EOY. Renaissance 360 Data at BOY and EOY indicating which indicate a decrease in students in Urgent Intervention. Mock STAAR and STAAR Results for Gr. 3-5 ELA.

Strategy 1 Details	Reviews			
Strategy 1: All teachers in PK-5 will engage in weekly literacy instructional planning and collaboration with an emphasis on planning and executing mini-lesson and guided reading instruction.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy 1 Details	Reviews			
Strategy's Expected Result/Impact: Effective Tier I Instruction and Rigorous Lessons				
Staff Responsible for Monitoring: ELA Campus Specialist				
Multi-Classroom Leader (ELA)				
RLA Curriculum Implementation Coach				
Action Steps: Revisit the planning structure to ensure days and time have been allotted to for strategic planning of mini-lessons and guided reading. Train Tier 2 leaders and Multi-Classroom Leaders on Side by Side Coaching and Gradual Release Model using the GBF Scope and Sequence and develop Coaching Calendars. Begin weekly in-class coaching and modeling for ELA teachers. Engage all ELA teachers in biweekly planning. Monitor progress using identified data points, T-TESS walkthrough, and observation data, and adjust professional learning and planning as needed.				
Title I: 2.4 **- TEA Priorities:** Build a foundation of reading and math				
Funding Sources: Step Up to The TEKS - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $6,500, Measuring Up - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $6,500, ELA Coach from Houston A Challenge - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $23,000 , TLC Tutors - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: 100% of ELA teachers will receive coaching using the Get Better Faster Scope and Sequence Guide, and feedback will be delivered using the See It Name It Do It coaching model.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase the effectiveness of Tier 1 Instruction.

Staff Responsible for Monitoring: ELA Campus Specialist
Multi-Classroom Leader (ELA)
RLA Curriculum Implementation Coach

Action Steps: Train Tier 2 leaders and Multi-Classroom Leaders on Side by Side Coaching and Gradual Release Model using the GBF Scope and Sequence and develop Coaching Calendars. Begin weekly in-class coaching and modeling for ELA teachers. Engage all ELA teachers in biweekly planning. Monitor progress using identified data points, T-TESS walkthrough, and observation data, and adjust professional learning and planning as needed.

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Funding Sources: Funding for additional PD days for campus planned training - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $8,000

Strategy 3 Details	Reviews			
Strategy 3: 100% of ELA teachers will receive receive in the moment modeling, coaching, and feedback on the creation and effective use of exemplars and success criteria to aggressively monitor instruction during pivotal learning moments in the lesson.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase the rigor instruction.

Staff Responsible for Monitoring: ELA Campus Specialist
Multi-Classroom Leader (ELA)
RLA Curriculum Implementation Coach

Action Steps: Train Tier 2 leaders, Multi-Classroom Leaders, and ELA teachers on creating exemplars and effective use of success criteria to lead students to mastery. Provide modeling, side by side coaching using using the GBF Scope and Sequence (See It Name It Do It) and develop Coaching Calendars. Begin weekly in-class coaching and modeling for ELA teachers. Engage all ELA teachers in biweekly planning and monthly PLC. Monitor progress using identified data points, T-TESS walkthrough, and observation data, and adjust professional learning and planning as needed.

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target. **Root Cause**: We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

School Processes & Programs
Problem of Practice 1: After attending weekly planning sessions, instruction in some classrooms are still not aligned to the TEK and are not at the appropriate level of rigor. **Root Cause**: Multiclassroom Leaders are in the developing stages as it relates to coaching and effectively executing a PLC and planning session, as we are in the initial stages of implementation of Opportunity Culture.

Measurable Objective 2: 100% of K-2 teacher will be trained on effective execution phonics instructional framework to provide a foundation in phonics instruction and improve reading fluency to close the reading gap.

> **Evaluation Data Sources:** Walkthrough and Observation using -Tess Data. Running Record data for students at MOY and EOY. Renaissance 360 Data at BOY and EOY indicates a decrease in students in Urgent Intervention.

> **HB3 Board Goal**

Strategy 1 Details	Reviews			
Strategy 1: Ensure every reading teacher PK-5 attends Really Great Reading district training and receives weekly coaching, feedback, and modeling to support implementing the model with fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Quality Tier 1 instruction in all PK-5 reading classrooms. **Staff Responsible for Monitoring:** ELA Campus Specialist Multi-Classroom Leader (ELA) RLA Curriculum Implementation Coach **Action Steps:** Obtain a calendar from the District Curriculum and Instruction Office of Upcoming Really Great ReadingTraining Opportunities. Develop a Calendar of when each teacher will attend the training and secure subs. Track teacher attendance at each training and aim to complete training for all teachers by September 30, 2022, depending on the district's offers. Partner with Campus CIC, Campus ELA Specialist, and Literacy Specialist to establish the Literacy block and begin developing Modeling Labs to be demonstrated during PLC and during side-by-side coaching weekly in the classroom. Allow teachers an opportunity to demonstrate after it has been modeled and provide feedback and coaching using the gradual release model. Use Really Great Reading Modules to provide exemplars to teachers and solidify coaching support. Evaluate Walkthrough, Observation data weekly to adjust teacher support, track monthly running record and Ren 360 results for grades K-2, track ELA Assessments and Ren360 for grades 3-5 to plan and adjust professional development opportunities for teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** ELA Coach from Houston A Challenge - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $23,000				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Develop an instructional framework for the phonics block that include Really Great Reading and High Frequency Word practices for K-2.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students entering 3rd Grade that are on level readers from 75% to 95%.				
Staff Responsible for Monitoring: Teacher Specialist PK-2 Multiclassroom Leader Kinder Principal				
Action Steps: Revisit and Revamp Phonics Instructional Framework collaboratively with Academic Leadership Team. August 3rd and 4th train K-2 teachers on effective execution of Phonics Framework. Track teacher attendance at each training and schedule make ups as needed. Partner with Scholastic snd Campus ELA Specialist to model, coach and provide ongoing feedback on effective execution of phonics block. Use Really Great Reading Modules to provide exemplars to teachers and solidify coaching support. Evaluate Walkthrough, Observation data weekly to adjust teacher support, track monthly running record and Ren 360 results for grades K-2, track ELA Assessments and Ren360 for grades 3-5 to plan and adjust professional development opportunities for teachers				
Title I: 2.4, 4.2				
Funding Sources: scholastic coach - 1991010004 - General Fund - State Comp Ed - 6200 - Contracted Services - $6,500				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Implement the use of exemplars during the High Frequency Word practice block to aggressively monitor student mastery.	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details
Strategy 3: Implement the use of exemplars during the High Frequency Word practice block to aggressively monitor student mastery.
Strategy's Expected Result/Impact: Increase the number of students entering 3rd Grade that are on level readers from 75% to 95%.
Staff Responsible for Monitoring: Teacher Specialist PK-2
Multiclassroom Leader Kinder
Principal
Action Steps: Revisit and Revamp Phonics Instructional Framework collaboratively with Academic Leadership Team.
August 3rd and 4th train K-2 teachers on effective execution of Phonics Framework.
Track teacher attendance at each training and schedule make ups as needed.
Partner with Scholastic snd Campus ELA Specialist to model, coach and provide ongoing feedback on effective execution of phonics block. Use Really Great Reading Modules to provide exemplars to teachers and solidify coaching support. Evaluate Walkthrough, Observation data weekly to adjust teacher support, track monthly running record and Ren 360 results for grades K-2, track ELA Assessments and
Ren360 for grades 3-5 to plan and adjust professional development opportunities for teachers
Title I:
2.4, 4.2
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy - Additional Targeted Support Strategy**
Funding Sources: Scholastic Coach - 1991010004 - General Fund - State Comp Ed - 6200 - Contracted Services - $6,500

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Student Learning
Problem of Practice 2: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Measurable Objective 3: 100% of reading teachers will utilize Bruce DDIS Protocol to monitor goals 32% Ma. 75% Me., at least one-year growth on running records, and use data to plan for effective reading intervention for all scholars.

Evaluation Data Sources: Weekly CFU Data Tracker, DDI Data Conversations, Student Grouping,
Running record data for students at MOY and EOY, Renaissance 360, Data at BOY and EOY indicating a decrease in students in Urgent Intervention Mock STAAR and STAAR Results for Gr. 3-5 ELA.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All 3-5 teachers will be engaged in Data Conversations using our revised DDI documents based on STAAR standards to ensure we are monitoring student progress in Domain I and Domain III.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Aggressively monitor student achievement data by subgroup to ensure quick instructional adjustments to close the achievement gap. **Staff Responsible for Monitoring:** Assistant Principal Multi-Classroom Leader (ELA) Multi-Classroom Leader (Math) DDIS **Action Steps:** Restructure Daily Schedule to include intervention. Teachers and interventionists will see two to three groups of students during the literacy block and two groups of students during the intervention block. Additional reading instruction will be provided to targeted students after-school in accelerated instruction. Meet with DDIS to gather triangulation data to group students for instruction. Develop a schedule with Literacy Now grant to support reading intervention groups in 1st and 2nd grade. Develop a schedule for the Literacy Coach to begin supporting teachers. Host biweekly planning sessions to plan Guided Reading Lessons for the week. Begin execution of guided reading instruction and small group reading intervention instruction. Monitor progress using identified data points, DDIS Protocol, and adjust student grouping as needed. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Interventionist to provide interventionist for identified students - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $26,000				

Strategy 2 Details	Reviews			
Strategy 2: Use DDI data collected to develop small groups for intervention during the school day and for after school program Camp Evolution.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2: Use DDI data collected to develop small groups for intervention during the school day and for after school program Camp Evolution.

   Strategy's Expected Result/Impact: Close instructional gaps for targeted groups of students to increase student achievement and close the achievement gap.

   Staff Responsible for Monitoring: Assistant Principal
ELA Multiclassroom Leader .
Math Multiclassroom Leader
Campus DDIS

   Action Steps: Restructure Daily Schedule to include intervention. Teachers and interventionists will see two to three groups of students during the literacy block and two groups of students during the intervention block. Additional reading instruction will be provided to targeted students after-school in accelerated instruction. Meet with DDIS to gather triangulation data to group students for instruction. Develop a schedule with Literacy Now grant to support reading intervention groups in 1st and 2nd grade. Develop a schedule for the Literacy Coach to begin supporting teachers. Host biweekly planning sessions to plan Guided Reading Lessons for the week. Begin execution of guided reading instruction and small group reading intervention instruction. Monitor progress using identified data points, DDIS Protocol, and adjust student grouping as needed.

   Title I:
2.4, 2.6
    - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

   Funding Sources: Intervention teachers for Camp Evolution - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $26,000

Strategy 3 Details	Reviews			
Strategy 3: Develop a biweekly planning protocol that incorporate backwards planning using Daily CFU's, Exit Tickets, and Weekly Formative Assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

   Strategy's Expected Result/Impact: Close instructional gaps for targeted groups of students to increase student

achievement and close the achievement gap.

Staff Responsible for Monitoring: Assistant Principal
ELA Multiclassroom Leader
ELA Curriculum Implementation Coach

Action Steps: Develop Planning Protocol
Training teachers on Protocol August 3 and 4
All in Learning PD during Pre-Service
Initial DDIS Planning Meeting September 30, 2022

Funding Sources: ALL In Learning (Data Tracking) - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $5,600

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

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target. **Root Cause**: We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd- 5th Grade students performing at or above grade level in math as measured by the Meets and Masters Standard on STAAR will increase by 27 percentage points from 19% to 44% in Spring 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of math teachers in grades PK-5 will be afforded professional learning experiences on planning and delivering effective and engaging mini-lessons and small group instruction.

Evaluation Data Sources: Walkthrough and Observation using T-TESS Data. Renaissance 360 Data at BOY and EOY indicating a decrease in students in Urgent Intervention. Mock STAAR and STAAR Results for Gr. 3-5 Math

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All teachers in PK-5 will engage in weekly math instructional planning and collaboration with an emphasis on planning and executing math instruction using the 5E Model.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy 1: All teachers in PK-5 will engage in weekly math instructional planning and collaboration with an emphasis on planning and executing math instruction using the 5E Model.

Strategy's Expected Result/Impact: Improve Tier 1 Instruction and add consistency to math instruction throughout the campus.

Staff Responsible for Monitoring: Campus Administrator
Multi-Classroom Leader (Math)
Math Curriculum Implementation Coach

Action Steps: Develop a master calendar that allocates time for biweekly planning and monthly PLCs to ensure days and time have been allotted to strategically plan for tier 1 and small group instruction. Revisit the instructional framework for math instruction that includes consistency in lesson delivery, environment, and expectations for math instruction in grades K-5.
Monthly Focused Strategy Share with Vontoure Learning, CIC, and MCL to increase the quality of Tier 1 math instruction.
Monitor progress using identified data points, T-TESS walkthrough, and observation data, and adjust professional learning and planning as needed.

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math

Funding Sources: Vonture Consultant - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $10,000, Step Up to The TEKS - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $6,500 , Measuring Up - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $6,500

Strategy 2 Details	Reviews			
Strategy 2: Coaching and feedback with all math teachers using the GBF Scope and Sequence, and the See, Name It, Do It coaching model.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase the quality of Tier 1 Instruction
    Staff Responsible for Monitoring: Campus Administrator
Multi-Classroom Leader (Math)
Math Curriculum Implementation Coach
    Action Steps: Train Tier 2 leaders, Multi-Classroom Leaders, and math teachers on creating exemplars and effective use of success criteria to lead students to mastery. Provide modeling, side by side coaching using using the GBF Scope and Sequence (See It Name It Do It) and develop Coaching Calendars. Begin weekly in-class coaching and modeling for math teachers. Engage all math teachers in biweekly planning and monthly PLC. Monitor progress using identified data points, T-TESS walkthrough, and observation data, and adjust professional learning and planning as needed.
 	
    Title I:
2.4, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - Targeted Support Strategy - Additional Targeted Support Strategy
    Funding Sources: Additional PD time to provide Get Better Faster Training - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $8,000				

Strategy 3 Details	Reviews			
Strategy 3: All 3-5 math teachers will participate in Vontoure Learning monthly unit planning cohort and coaching sessions, and assigned a multiclassroom leader to support with modeling and coaching instruction.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase the quality of Tier 1 Instruction
    Staff Responsible for Monitoring: Principal
Multiclassroom Leader-Math
    Action Steps: Schedule cohort planning days and coaching sessions.
Schedule debrief meetings with Vontoure Learning and MCL
Develop Look For Rubric to monitor implementation of strategies				

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target. **Root Cause**: We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

School Processes & Programs
Problem of Practice 1: After attending weekly planning sessions, instruction in some classrooms are still not aligned to the TEK and are not at the appropriate level of rigor. **Root Cause**: Multiclassroom Leaders are in the developing stages as it relates to coaching and effectively executing a PLC and planning session, as we are in the initial stages of implementation of Opportunity Culture.

Measurable Objective 2: 100% of math teachers will utilize Bruce DDI Protocol to monitor goals 75% Meets, and 52% Master, at least one-year growth on Math R360, and use data to plan effective math intervention instruction.

Evaluation Data Sources: Weekly CFU Data Tracker, DDIS Document Review, Student Grouping, R360 Data BOY, and EOY indicating a decrease in students in Urgent Intervention. Mock STAAR and STAAR Results for Gr. 3-5 Math

Strategy 1 Details	Reviews			
Strategy 1: Monitor campus math goals using the DDI Conversations protocol created based on STAAR accountability for student achievement in Domain I and achievement by subgroups for Domain III.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement and close the achievement gap through aggressive monitoring. **Staff Responsible for Monitoring:** Math Campus Specialist (MCL) Math CIC Effective Practice Coach Data Specialist (DDIS) **Action Steps:** Meet with DDIS to revisit and update campus STAAR goals based on most current data. Train leaders on effective use of protocol by September 30, 2022. Monitor student math progress using identified data points, DDIS Protocol, and adjust student grouping for intervention as needed. **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **Funding Sources:** Measuring Up - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $6,500, Step Up to The TEKS - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $6,500, TLC Tutors - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $10,000				

Strategy 2 Details	**Reviews**			
Strategy 2: Implement use of exemplars and success criteria during pivotal moments during the 5E Math Lesson.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement and close the achievement gap through aggressive monitoring.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math Campus Specialist (MCL) Math CIC Effective Practice Coach Data Specialist (DDIS) Principal **Action Steps:** Develop structure for creating exemplars Train teachers on effective use Aug 3 and Aug 4 Model effective use with MCL Monitor, Adjust, and provide feedback for quick adjustments. **Title I:** 2.4, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	**Reviews**			
Strategy 3: Develop a biweekly planning protocol that incorporate backwards planning using Daily CFU's, Exit Tickets, and Weekly Formative Assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Close instructional gaps for targeted groups of students to increase student achievement and close the achievement gap. **Staff Responsible for Monitoring:** Principal Math Multiclassroom Leader Math Curriculum Implementation Coach **Action Steps:** Develop Planning Protocol Training teachers on Protocol August 3 and 4 All in Learning PD during Pre-Service Initial DDIS Planning Meeting September 30, 2022 **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Measurable Objective 2 Problems of Practice:

Student Learning

Problem of Practice 1: Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target. **Root Cause**: We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of students performing at the meets and masters level on math and reading STAAR will be 75% meets and 52% masters.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of reading and math teacher will aggressively monitor student achievement goals using the Bruce DDI Protocol to monitor goals 75% Meets, and 52% Master, at least one-year growth on Math R360, and use of data to plan effective math and reading instruction.

Evaluation Data Sources: STAAR Data Domain I
Interim Assessment Data
Ren 360 Data

Strategy 1 Details	Reviews			
Strategy 1: Student goal setting after every interim assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student self efficacy.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 3-5 Math and Reading Teachers Assistant Principal Math Multiclassroom Leader ELA Multiclassroom Leader				
Action Steps: Develop student goal setting protocol. Train all Multiclassroom Leaders on Protocol Goal set with students following each interim assessment and set new goals. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details				Reviews			
Strategy 2: Every teachers will track student data using campus DDI protocol.				Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement in Domain I and close the achievement gap.				Nov	Jan	Mar	June
Staff Responsible for Monitoring: 3-5 Math and Reading Teachers Assistant Principal Math Multiclassroom Leader ELA Multiclassroom Leader							
Action Steps: Develop data talk protocol . Train all Multiclassroom Leaders on Protocol Schedule Data Talks with actions steps to monitor student progress.							

Strategy 3 Details				Reviews			
Strategy 3: Implement intervention block into the daily schedule for reading and math.				Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement in Domain I and close the achievement gap.				Nov	Jan	Mar	June
Staff Responsible for Monitoring: 3-5 Math and Reading Teachers Assistant Principal Math Multiclassroom Leader ELA Multiclassroom Leader							
Action Steps: Collaboratively create campus schedule Monitor and Adjust as needed. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**							

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

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Student Learning
Problem of Practice 1: Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target. **Root Cause**: We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

Student Learning

Problem of Practice 2: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets and Masters Standard on the STAAR Reading will increase by 10 percentage points from 25% to 35 % in Spring 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of all SPED teachers and support team members will be provided biweekly professional learning opportunities utilizing the Unique curriculum.

Evaluation Data Sources: Case Manager Planning Agendas
Case Manager Calendar
SLC Lesson Plans
Walkthrough and Observation Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize Case Manager to provide job-embedded planning and support for SLC classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement and close achievement gap for SPED learners.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Case Manager SLC Teacher Principal Assistant Principal **Action Steps:** Utilize Case Manager to provide job-embedded planning and support for SLC classroom. Develop an online learning framework for SPED to ensure learning. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Additional PD offering beyond the instructional day - 1991010007 - General Fund - Special Education - 6100 - Payroll - $1,500, General Supplies - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $2,200				

Strategy 2 Details	Reviews			
Strategy 2: Develop a Unique learning framework for SPED to ensure Tier 1 instruction is quality	Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement and close achievement gap for SPED learners.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Case Manager SLC Teacher Principal Assistant Principal				
Action Steps: Utilize Case Manager to provide job-embedded planning and support for SLC classroom. Develop an online learning framework for SPED to ensure learning.				
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Develop a biweekly planning protocol that incorporate backwards planning using Daily CFU's, Exit Tickets, and Weekly Formative Assessments.	Formative			Summative
Strategy's Expected Result/Impact: Close instructional gaps for targeted groups of students to increase student achievement and close the achievement gap.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SPED Case Manager Assistant Principal SLC Teacher Principal				
Action Steps: Develop Planning Protocol Training teachers on Protocol August 3 and 4 All in Learning PD during Pre-Service Initial DDIS Planning Meeting September 30, 2022				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target. **Root Cause**: We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

School Processes & Programs

Problem of Practice 1: After attending weekly planning sessions, instruction in some classrooms are still not aligned to the TEK and are not at the appropriate level of rigor. **Root Cause**: Multiclassroom Leaders are in the developing stages as it relates to coaching and effectively executing a PLC and planning session, as we are in the initial stages of implementation of Opportunity Culture.

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 2: The percentage of students receiving special education services will increase one performance level as measured by meets, and masters standard on STAAR math in Spring 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of all SPED students in general education setting will receive small group instruction based on their Ren360 Math data.

Evaluation Data Sources: Ren 360 Data
Progress Monitoring Data
Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Each student will be engaged in pullout intervention twice weekly and/or invited to after school camp.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement and close achievement gap.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal 3-5 Math Multiclassroom Leader **Action Steps:** Work collaboratively with the Case Manager and SLC teacher to develop a small group instruction schedule. Ensure each student in the SLC classroom and the Resource classroom have access to resources for small group instruction. Monitor student progress using identified data points and DDI protocols to adjust groups as needed. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Intervention Resources - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $800				

Strategy 2 Details	Reviews			
Strategy 2: Each student will be engaged in targeted intervention with smaller groups 1-6 during Saturday Camp..	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement and close achievement gap.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal 3-5 Math Multiclassroom Leader				
Action Steps: Work collaboratively with the Case Manager and SLC teacher to develop a small group instruction schedule for Saturday Camp. Develop a communication plan for parents. Encourage sign up during Open House. Ensure each student in the SLC classroom and the Resource classroom have access to resources for small group instruction. Monitor student progress using identified data points and DDI protocols to adjust groups as needed. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Intervention Resources - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $800				

Strategy 3 Details	Reviews			
Strategy 3: Each student will be engaged SLC teachers in DDI protocols to aggressively monitor SPED student progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement and close achievement gap.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal 3-5 Math Multiclassroom Leader				
Action Steps: Work collaboratively with the Case Manager and SLC teacher to develop a biweekly DDI session with Principal. Monitor student progress using identified data points and DDI protocols to adjust groups as needed. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Intervention Resources - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $800				

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target. **Root Cause**: We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 100% of parents with students with attendance needs will engage in monthly attendance meetings.

Evaluation Data Sources: Sign In Sheets
Parent Call Logs

Strategy 1 Details	Reviews			
Strategy 1: Provide parents with details about students' personal attendance, health, and wellness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The attendance rate for the 2021-2022 school year will increase from 94% to 98%.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Leadership Team Registar Wraparound Specialist **Action Steps:** Monthly Attendance Committee Meetings. Bulletin Board to promote Perfect Attendance for each grading cycle and morning announcements on campus promoting attendance. Attendance Awards **Title I:** 2.4, 4.2 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Host monthly attendance matter meetings with targeted students based on daily attendance reports.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student attendance resulted minimized loss of instructional time for scholars.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wraparound Specialist MBK CYS Registrar Principal **Action Steps:** Develop Attendance Matter Committee Calendar of Meetings Set Goals for the Group Monitor attendance goals weekly. **Title I:** 2.4, 2.5, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Aggressively monitor attendance by take attendance twice daily, once at 8:00 and 9:30, and making phone calls for each student to encourage coming to school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student attendance resulted minimized loss of instructional time for scholars.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wraparound Specialist MBK CYS Registrar Principal **Action Steps:** Develop Attendance Matter Committee Calendar of Meetings Set Goals for the Group Monitor attendance goals weekly. **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.
Problem of Practice 2: Since 2018 Bruce ES has seen a steady decline in enrollment. **Root Cause**: After a deep analysis of data collected through our housing community partnership, housing community meetings, parent and community focus groups, community asset statistics, and I-45 expansion project data, it has been determined that regentrication and I-45 expansion is the root cause of declining enrollment at Bruce ES.
Student Learning
Problem of Practice 2: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Increase efficiency with data tracking for ISS and OSS referrals.

Evaluation Data Sources: Weekly review of discipline referrals
IAT referrals for discipline

Strategy 1 Details	Reviews			
Strategy 1: Maintain data tracking database for all ISS/OSS Referrals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: School Suspension will decrease by 25% by December and 35% by May.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Magnet Coordinator, Instructional Specialist.				
Action Steps: Revisit Shared Excel spreadsheets. Continue to maintain data tracking database for all ISS/OSS Referrals				
Title I: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Host behavior data review meetings with Behavior Team to review data and adjust behavior plan as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: School Suspension will decrease by 25% by December and 35% by May.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor SIR Principal Wraparound Specialist Behavior Administrator **Action Steps:** Create a schedule of Behavior Committee Meeting Dates Build Agenda of Topics Monitor data tracking. **Title I:** 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Host monthly Tier III behavior meetings with IAT Coordinator and teacher to monitor and adjust student support plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: School Suspension will decrease by 25% by December and 35% by May. **Staff Responsible for Monitoring:** IAT Coordinator Principal Wraparound Specialist Assistant Principal MBK CYS **Action Steps:** Create a schedule of IAT Committee Meeting Dates Build Agenda of Topics Monitor data tracking. **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.
Problem of Practice 2: Since 2018 Bruce ES has seen a steady decline in enrollment. **Root Cause**: After a deep analysis of data collected through our housing community partnership, housing community meetings, parent and community focus groups, community asset statistics, and I-45 expansion project data, it has been determined that regentrication and I-45 expansion is the root cause of declining enrollment at Bruce ES.

Student Learning
Problem of Practice 2: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of parents will be given the opportunity to attend monthly Safety meetings to collaboratively resolve any safety concerns.

Evaluation Data Sources: Monthly evaluation of safety plan to adjust if needed.
Review and Provide agendas for Monthly Campus Safety Committee Meetings.

Strategy 1 Details	Reviews			
Strategy 1: Host and Record monthly safety meetings to discuss safety procedures and get feedback from parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Restore parent confidence in safe schools and result in increased attendance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Nurse Health and Wellness Committee				
Action Steps: Host Parent Meetings with PTO to discuss school safety. Revisit the school safety survey for parents to provide feedback. The survey will be released in both the Fall and Spring via Class Dojo and Remind. **Title I:** 2.4, 2.6, 4.2 - TEA Priorities: Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly safety walks with Safety Captain and Co-Captain to check to ensure doors are locked, each teacher has keys and id badges, door shade is attached to the door for quick use, emergency procedures books are visible, and all external doors are operable and secured during the instructional day.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase parent confidence in school safety plan and procedures. **Staff Responsible for Monitoring:** Safety Captain Co Safety Captain Principal Administrative Assistant **Action Steps:** Develop Safety Plan Train teachers on Safety Plan Schedule Walkthrough and Debrief Calendar **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Develop a Campus Safety Drill and share it with parents and community during Open House.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness and ease community safety concerns.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Safety Captain Safety Co-Captain **Action Steps:** Develop Drill Schedule Present during Open House Monitor **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Since 2018 Bruce ES has seen a steady decline in enrollment. **Root Cause**: After a deep analysis of data collected through our housing community partnership, housing community meetings, parent and community focus groups, community asset statistics, and I-45 expansion project data, it has been determined that regentrication and I-45 expansion is the root cause of declining enrollment at Bruce ES.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of all SPED teachers and support team members will be provided biweekly professional learning opportunities utilizing the Unique curriculum.

Evaluation Data Sources: Case Manager Planning Agendas
Case Manager Calendar
SLC Lesson Plans
Walkthrough and Observation Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize Case Manager to provide job-embedded planning and support for SLC classroom. Develop a Unique learning framework for SPED to ensure Tier 1 instruction is quality	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support for SLC Classroom **Staff Responsible for Monitoring:** Case Manager SLC Teacher Principal Assistant Principal **Action Steps:** Utilize Case Manager to provide job-embedded planning and support for SLC classroom. Develop an online learning framework for SPED to ensure learning. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: SLC Teacher and Case Manager will complete Unique training to increase quality and effectiveness of implementation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support for SLC Classroom **Staff Responsible for Monitoring:** Case Manager SLC Teacher Principal Assistant Principal **Action Steps:** Utilize Case Manager to provide job-embedded planning and support for SLC classroom. Develop an online learning framework for SPED to ensure learning. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Develop a DDI Protocol for SLC classroom,	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support for SLC Classroom	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Case Manager SLC Teacher Principal Assistant Principal **Action Steps:** Utilize Case Manager to provide job-embedded planning and support for SLC classroom. Develop an online learning framework for SPED to ensure learning. **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 1: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Student Learning

Problem of Practice 2: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

School Processes & Programs

Problem of Practice 1: After attending weekly planning sessions, instruction in some classrooms are still not aligned to the TEK and are not at the appropriate level of rigor. **Root Cause**: Multiclassroom Leaders are in the developing stages as it relates to coaching and effectively executing a PLC and planning session, as we are in the initial stages of implementation of Opportunity Culture.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 100% of all teachers will be engaged in monitoring student performance by subgroup on district and common assessments biweekly and using this data to adjust instruction to increase the number EL, Eco Dis, At-Risk, and Gifted Students performing at Meetings and Masters.

Evaluation Data Sources: DDI Protocols
Data Talks

Strategy 1 Details			Reviews	
Strategy 1: DDI meetings after formative assessments		**Formative**		**Summative**
Strategy's Expected Result/Impact: Monitor student achievement by subgroup to ensure we are closing the achievement gap.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal Principal				
Action Steps: Work collaboratively with DDIS to develop student achievement goals by subgroup. Develop Campus Protocol Training teachers September 20, 2022 Coach, Develop, and Practice consistent use **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: 100% of all EL students will receive weekly pullout support with the reading and math interventionist.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure all EL students are making at least one years growth.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: LPAC Coordinator LPAC Committee Principal Assistant Principal **Action Steps:** Use Ren 360 and STAAR data to develop targeted student groups Secure tutor for pullout support **Funding Sources:** Tutor - 1991010006 - General Fund - Bilingual - 6200 - Contracted Services - $6,500				

Strategy 3 Details	Reviews			
Strategy 3: 100% of all EL students will be offered the opportunity to attend Camp Evolution for addition support in reading and math interventionist.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure all EL students are making at least one years growth. **Staff Responsible for Monitoring:** LPAC Coordinator LPAC Committee Principal Assistant Principal **Action Steps:** Use Ren 360 and STAAR data to develop targeted student groups Secure tutor for pullout support **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** tutors - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $3,000				

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

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Student Learning

Problem of Practice 1: Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target. **Root Cause**: We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

Problem of Practice 2: According to campus Universal Screener Reading Data at EOY, 34% of our incoming students in 2-5 are considered urgent intervention. **Root Cause**: Though we have decreased the number of students in urgent intervention by 7%, deeper dives into diagnosing students' needs is required and the need to provide quality tier 1 instruction persist.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 95% of parents will attend at least one curricular-focused event in both the fall and spring.

Evaluation Data Sources: Google Form RSVP's Data to determine the number of families that will attend and review attendance sheets from events to determine how many families attended.

Strategy 1 Details	Reviews			
Strategy 1: Create a committee for Family Curriculum Night that includes the wraparound specialist, the magnet coordinator, and the teachers to organize a fun occasion that will showcase all of the student's abilities and engage the community to boost parent involvement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Raise community and family involvement, and showcase student initiatives and talents. **Staff Responsible for Monitoring:** Wraparound Specialist, Magnet Coordinator, Multiclassroom Leaders **Action Steps:** Curriculum Night Committee Sign Up September 23, 2022 Host First Meeting October 12, 2022 First Event by October 31, 2022 **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Material for Curricular Events - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $4,000, Extra Duty for Curricula Events - 1991010003 - General Fund - Small School Subsidy - 6100 - Payroll - $4,500				

Strategy 2 Details	Reviews			
Strategy 2: Engage parents through Class Dojo and Remind, posting stories to the school storyboards. Send callouts and post them on the Campus Website. Send Monthly Parent Calendars.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent engagement on the campus. **Staff Responsible for Monitoring:** Administrative Assistant, Front Office Clerk, Principal, Assitant Principal, Website Manager, and Magnet Coordinator. **Action Steps:** Send Callouts, Post events on the Campus Website, Class Dojo, and Remind one to two weeks before the event. **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Host at least two Breakfast with the principal events.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Raise community and family involvement, and showcase student initiatives and talents. **Staff Responsible for Monitoring:** Wraparound Specialist, Magnet Coordinator, Multiclassroom Leaders **Action Steps:** Committee Sign Up September 23, 2022 Host First Meeting October 12, 2022 First Event by October 31, 2022 **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Material for Curricular Events - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $4,000, Extra Duty for Curricula Events - 1991010003 - General Fund - Small School Subsidy - 6100 - Payroll - $4,500				

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

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Since 2018 Bruce ES has seen a steady decline in enrollment. **Root Cause**: After a deep analysis of data collected through our housing community partnership, housing community meetings, parent and community focus groups, community asset statistics, and I-45 expansion project data, it has been determined that regentrication and I-45 expansion is the root cause of declining enrollment at Bruce ES.

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of students health and wellness with be consistently monitored by maintaing Immunization records, consistent vision and hearing screeners.

Evaluation Data Sources: Immunization data entry and state reporting for all students are completed by School Nurse.
Hear Screener
Vision Screener

Strategy 1 Details	Reviews			
Strategy 1: Meet with the school nurse to develop a plan for the completion of immunization monitoring. Host Vaccination Drives in the Fall and Spring, offering parents the opportunity to update vaccinations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the effectiveness of health and safety systems on campus. **Staff Responsible for Monitoring:** Nurse Principal **Action Steps:** Meet with campus Nurse and complete plan for completion. Determine the dates for the Vaccination Drive on campus. **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	**Reviews**			

Strategy 2: Vision screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Develop a system for early identification of student vision.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse Principal				
Action Steps: Meet with campus Nurse and complete plan for completion to develop a system for early identification of student vision. Create a calendar of days and time screening will occur. Provide necessary support to complete testing. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	**Reviews**			

Strategy 3: Hearing screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022	**Formative**			**Summative**
Strategy's Expected Result/Impact: Develop a system for early identification of student hearing.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse Principal				
Action Steps: Meet with campus Nurse and complete plan for completion to develop a system. Monitor progress. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Since 2018 Bruce ES has seen a steady decline in enrollment. **Root Cause**: After a deep analysis of data collected through our housing community partnership, housing community meetings, parent and community focus groups, community asset statistics, and I-45 expansion project data, it has been determined that regentrication and I-45 expansion is the root cause of declining enrollment at Bruce ES.

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: Type 2 Diabetes screening at Grades 1, 3, and 5 will be completed by a certified school nurse or screener on or before December 9, 2022.

    Evaluation Data Sources: Screening, data entry, referral forms, and state report completed/submitted by the school nurse.

Strategy 1 Details	Reviews			
Strategy 1: Diabetes screening for all students 1st, 3rd, and 5th will be complete by December 9, 2022.	**Formative**			**Summative**
Action Steps: Develop Plan	**Nov**	**Jan**	**Mar**	**June**
Monitor Progress				
Strategy's Expected Result/Impact: Develop a system for early identification of diabetes.				
Staff Responsible for Monitoring: Nurse				
Action Steps: Meet with campus Nurse and complete plan for completion to develop a system. Monitor progress.				
Title I: 2.6				

Strategy 2 Details	Reviews			
Strategy 2: The nurse will update the certification	**Formative**			**Summative**
Strategy's Expected Result/Impact: Medication Administration requirements will be met, resulting in safer medical practices on campus.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Nurse Campus Wellness Team				
Action Steps: The nurse will attend training and progress will be monitored.				
Title I: 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Medication administration, including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Medication Administration requirements will be met, resulting in safer medical practices on campus. **Staff Responsible for Monitoring:** School Nurse Campus Wellness Team **Action Steps:** The nurse will attend training and progress will be monitored. **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

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

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Since 2018 Bruce ES has seen a steady decline in enrollment. **Root Cause**: After a deep analysis of data collected through our housing community partnership, housing community meetings, parent and community focus groups, community asset statistics, and I-45 expansion project data, it has been determined that regentrication and I-45 expansion is the root cause of declining enrollment at Bruce ES.

Board Goal 5: N/A - Additional Campus Goals

Goal 9: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 100% of all Gifted and Talented students will complete TPSP project.

Evaluation Data Sources: TPSP Data
GT Data

Strategy 1 Details	Reviews			
Strategy 1: Engage students in biweekly guided project based learning time around their TPSP projects.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students engaged in TPSP project.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Teacher **Action Steps:** Develop TPSP Plan Develop Schedule of Project-Based Learning Time Monitor student progress. **Title I:** 2.4, 2.6, 4.2 - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Saturday Project Days - 1991010002 - General Fund - Gifted & Talented - 6100 - Payroll - $3,000				

Strategy 2 Details			Reviews		

Strategy 2 Details	Reviews			
Strategy 2: Each GT student will be engaged in consistent use of Prodigy during workstation time.	Formative			Summative
Strategy's Expected Result/Impact: Increase the number of students engaged in TPSP project.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor				
Action Steps: Develop a walkthrough schedule to monitor Weekly review of Prodigy Data **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Tutoring time for Prodigy Before school - 1991010002 - General Fund - Gifted & Talented - 6100 - Payroll - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Engage parents in GT parents meetings focused on completion of TPSP projects.	Formative			Summative
Strategy's Expected Result/Impact: Increase the number of students engaged in TPSP project.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor				
Action Steps: Plan parent meeting. Develop communication plan Host Meeting **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Extra Pay Counselor - 1991010002 - General Fund - Gifted & Talented - 6100 - Payroll - $800				

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Based on the most recent STAAR Data though our students are meeting their growth measure, the number of students in meets and masters fall below the expected target. **Root Cause**: We have identified the need to aggressively monitor instruction, increase student discourse, create exemplars for student learning, and implement use of student success criteria as the primary cause for falling below our expected target.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	2	100% of ELA teachers will receive coaching using the Get Better Faster Scope and Sequence Guide, and feedback will be delivered using the See It Name It Do It coaching model.
1	1	1	3	100% of ELA teachers will receive receive in the moment modeling, coaching, and feedback on the creation and effective use of exemplars and success criteria to aggressively monitor instruction during pivotal learning moments in the lesson.
1	1	2	3	Implement the use of exemplars during the High Frequency Word practice block to aggressively monitor student mastery.
1	1	3	1	All 3-5 teachers will be engaged in Data Conversations using our revised DDI documents based on STAAR standards to ensure we are monitoring student progress in Domain I and Domain III.
2	1	1	2	Coaching and feedback with all math teachers using the GBF Scope and Sequence, and the See, Name It, Do It coaching model.
2	1	2	2	Implement use of exemplars and success criteria during pivotal moments during the 5E Math Lesson.
2	1	2	3	Develop a biweekly planning protocol that incorporate backwards planning using Daily CFU's, Exit Tickets, and Weekly Formative Assessments.
3	1	1	1	Student goal setting after every interim assessment.
3	1	1	3	Implement intervention block into the daily schedule for reading and math.
4	1	1	2	Develop a Unique learning framework for SPED to ensure Tier 1 instruction is quality
4	1	1	3	Develop a biweekly planning protocol that incorporate backwards planning using Daily CFU's, Exit Tickets, and Weekly Formative Assessments.
4	2	1	1	Each student will be engaged in pullout intervention twice weekly and/or invited to after school camp.
4	2	1	2	Each student will be engaged in targeted intervention with smaller groups 1-6 during Saturday Camp..
4	2	1	3	Each student will be engaged SLC teachers in DDI protocols to aggressively monitor SPED student progress.
5	1	1	1	Provide parents with details about students' personal attendance, health, and wellness.
5	1	1	2	Host monthly attendance matter meetings with targeted students based on daily attendance reports.
5	1	1	3	Aggressively monitor attendance by take attendance twice daily, once at 8:00 and 9:30, and making phone calls for each student to encourage coming to school.
5	2	1	1	Maintain data tracking database for all ISS/OSS Referrals.
5	2	1	3	Host monthly Tier III behavior meetings with IAT Coordinator and teacher to monitor and adjust student support plan.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	3	1	2	Conduct monthly safety walks with Safety Captain and Co-Captain to check to ensure doors are locked, each teacher has keys and id badges, door shade is attached to the door for quick use, emergency procedures books are visible, and all external doors are operable and secured during the instructional day.
5	3	1	3	Develop a Campus Safety Drill and share it with parents and community during Open House.
5	4	1	1	Utilize Case Manager to provide job-embedded planning and support for SLC classroom. Develop a Unique learning framework for SPED to ensure Tier 1 instruction is quality
5	4	1	2	SLC Teacher and Case Manager will complete Unique training to increase quality and effectiveness of implementation.
5	4	1	3	Develop a DDI Protocol for SLC classroom,
5	5	1	3	100% of all EL students will be offered the opportunity to attend Camp Evolution for addition support in reading and math interventionist.
5	6	1	1	Create a committee for Family Curriculum Night that includes the wraparound specialist, the magnet coordinator, and the teachers to organize a fun occasion that will showcase all of the student's abilities and engage the community to boost parent involvement.
5	6	1	2	Engage parents through Class Dojo and Remind, posting stories to the school storyboards. Send callouts and post them on the Campus Website. Send Monthly Parent Calendars.
5	6	1	3	Host at least two Breakfast with the principal events.
5	7	1	1	Meet with the school nurse to develop a plan for the completion of immunization monitoring. Host Vaccination Drives in the Fall and Spring, offering parents the opportunity to update vaccinations.
5	7	1	2	Vision screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022.
5	7	1	3	Hearing screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022
5	8	1	3	Medication administration, including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.
5	9	1	1	Engage students in biweekly guided project based learning time around their TPSP projects.
5	9	1	2	Each GT student will be engaged in consistent use of Prodigy during workstation time.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	2	100% of ELA teachers will receive coaching using the Get Better Faster Scope and Sequence Guide, and feedback will be delivered using the See It Name It Do It coaching model.
1	1	1	3	100% of ELA teachers will receive receive in the moment modeling, coaching, and feedback on the creation and effective use of exemplars and success criteria to aggressively monitor instruction during pivotal learning moments in the lesson.
1	1	2	3	Implement the use of exemplars during the High Frequency Word practice block to aggressively monitor student mastery.
1	1	3	1	All 3-5 teachers will be engaged in Data Conversations using our revised DDI documents based on STAAR standards to ensure we are monitoring student progress in Domain I and Domain III.
2	1	1	2	Coaching and feedback with all math teachers using the GBF Scope and Sequence, and the See, Name It, Do It coaching model.
2	1	2	2	Implement use of exemplars and success criteria during pivotal moments during the 5E Math Lesson.
2	1	2	3	Develop a biweekly planning protocol that incorporate backwards planning using Daily CFU's, Exit Tickets, and Weekly Formative Assessments.
3	1	1	1	Student goal setting after every interim assessment.
3	1	1	3	Implement intervention block into the daily schedule for reading and math.
4	1	1	2	Develop a Unique learning framework for SPED to ensure Tier 1 instruction is quality
4	1	1	3	Develop a biweekly planning protocol that incorporate backwards planning using Daily CFU's, Exit Tickets, and Weekly Formative Assessments.
4	2	1	1	Each student will be engaged in pullout intervention twice weekly and/or invited to after school camp.
4	2	1	2	Each student will be engaged in targeted intervention with smaller groups 1-6 during Saturday Camp..
4	2	1	3	Each student will be engaged SLC teachers in DDI protocols to aggressively monitor SPED student progress.
5	1	1	1	Provide parents with details about students' personal attendance, health, and wellness.
5	1	1	2	Host monthly attendance matter meetings with targeted students based on daily attendance reports.
5	1	1	3	Aggressively monitor attendance by take attendance twice daily, once at 8:00 and 9:30, and making phone calls for each student to encourage coming to school.
5	2	1	1	Maintain data tracking database for all ISS/OSS Referrals.
5	2	1	3	Host monthly Tier III behavior meetings with IAT Coordinator and teacher to monitor and adjust student support plan.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	3	1	2	Conduct monthly safety walks with Safety Captain and Co-Captain to check to ensure doors are locked, each teacher has keys and id badges, door shade is attached to the door for quick use, emergency procedures books are visible, and all external doors are operable and secured during the instructional day.
5	3	1	3	Develop a Campus Safety Drill and share it with parents and community during Open House.
5	4	1	1	Utilize Case Manager to provide job-embedded planning and support for SLC classroom. Develop a Unique learning framework for SPED to ensure Tier 1 instruction is quality
5	4	1	2	SLC Teacher and Case Manager will complete Unique training to increase quality and effectiveness of implementation.
5	4	1	3	Develop a DDI Protocol for SLC classroom,
5	5	1	3	100% of all EL students will be offered the opportunity to attend Camp Evolution for addition support in reading and math interventionist.
5	6	1	1	Create a committee for Family Curriculum Night that includes the wraparound specialist, the magnet coordinator, and the teachers to organize a fun occasion that will showcase all of the student's abilities and engage the community to boost parent involvement.
5	6	1	2	Engage parents through Class Dojo and Remind, posting stories to the school storyboards. Send callouts and post them on the Campus Website. Send Monthly Parent Calendars.
5	6	1	3	Host at least two Breakfast with the principal events.
5	7	1	1	Meet with the school nurse to develop a plan for the completion of immunization monitoring. Host Vaccination Drives in the Fall and Spring, offering parents the opportunity to update vaccinations.
5	7	1	2	Vision screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022.
5	7	1	3	Hearing screening for all students PK, K, 1st, 3rd, and 5th will be complete by December 9, 2022
5	8	1	3	Medication administration, including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.
5	9	1	1	Engage students in biweekly guided project based learning time around their TPSP projects.
5	9	1	2	Each GT student will be engaged in consistent use of Prodigy during workstation time.

State Compensatory

Budget for 121 Bruce Elementary School

Total SCE Funds: $73,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Compensentory Education funds will be spent on professional development for ELA teachers for guided reading through Scholastic, Houston A+ Challenge, and intervention material from StepUp2TEKS and Measuring UP, and math consulting with Dana Vontoure and Creeks Consulting for K-2 teachers.

Personnel for 121 Bruce Elementary School

Name	Position	FTE
Briann Boxie	2nd Grade Teacher	0
Tamela King	5th Grade Teacher	0

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

We derived the data for our need assessment directly from our campus's most recent STAAR, Renaissance 360, TELPAS, as well as the TEA Accountability reports and PEIMS. Overall, as a campus Bruce Met Standard for the 2021 school year with a "B" letter grade. Data released by TEA indicates that the campus met standards in Domain 2 (A-89) Domain 3 (C-72) on the state accountability system; however, Bruce did not meet standards in Domain 1. A review of TEA accountability measures shows all subgroups showed significant growth. We are closing the achievement gap. Overall, while Bruce did not meet in Domain 1, students made substantial growth in Domains 2 and all subgroups exhibited growth in Domain 3. Progress was accelerated as a result of the development of a systematic instructional framework and consistent use of exemplars to lead students to mastery of the content. Additonal strategies such as tight planning structures, after-school tutorial, intervention blocks allotted during the school day, and Saturday camps offered October-May.

Currently, we have researched best practices and adjusted our structures for teaching reading and math in grades PK-5 to support student growth for all scholars. We have partnered with Scholastic and Houston A+ Challenge to engage teachers and leaders in professional learning. We have invested in professional development and retained personnel that will address this need. Our researched based coaching model "Get Better Faster" is ongoing and includes planning, modeling and practicing with teachers high impact strategies such as: student discourse, creating exemplars for learning, deconstruction of standards, and use of student success criteria. These strategies will allow us to increase the rigor of our instructions and engage learners interactively using sheltered instruction-based strategies that connect reading and writing.We have begun the implementation of best practices for EL students by retaining an experienced Multiclassroom Leaders. We are continuing to develop our teachers in the area of sheltered instruction and looking at more consistent ways to track data for our EL students and provide on-time and targeted intervention to close the achievement gap.

Science

	Approaches	Meets	Masters
2021-22	58%	26%	11%

Reading

	Approaches	Meets	Masters
2019-2021	63%	27%	10%
2021-22	68%	38%	18%

Math

	Approaches	Meets	Masters
2019-2021	67%	34%	14%
2021-22	52%	19%	11%

Domain I	Approaches	Meets	Masters
2020-2021	21%	27%	6%
2021-2022	60%	28%	14%

Domain I	Approaches	Meets	Masters
Differences	+39	+1	+8

TELPAS results for the 2021 school year indicates that approximately 35% of all students increased by at least one proficiency level. Though we were 1% point away from meeting our campus goal of 36% we know implementing a systematic intervention and small group support plan for EL's will be necessary to ensure we are meeting our student achievement goals. Additionally, teachers selected teachers have been identified to receive Content-Based Language Instruction through the CBLI year long academcy. Renaissance data taken during the month of May 2021 indicate significant improvement in Reading and Math, as the number of students in urgent intervention and intervention in Gr. 1-5 decreased. Currently, a comparison of EOY 2020 and EOY 2021 data indicates a decrease of 7% in the number of students in urgent intervention in 2-5 reading 9% decrease in the number of students in urgent intervention for 2-5 math, and 1% increase in the number of students who are in urgent intervention in early literacy.

TELPAS (2021-2022)

Grade	# of students	Yearly Progress Composite Rating
K	3	0%
1	4	75%
2	4	25%
3	1	100%
4	11	27%
5	10	10%

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Bruce's school improvement plan is developed with the involvement of members of the Bruce community, including parents and individuals who will carry out the vision for the campus. These members also include teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- *Having community meetings to discuss campus vision for 2022-2023 SY and developed strategies for how community and PTO can support.*
- *Hosting quarterly community meetings with the principal and SDMC members to share campus data, goals, vision, and direction.*
- *Impact Meetings (PTO) with parents to discuss campus success and concerns and long term goals.*

2.2: Regular monitoring and revision

The campus will regularly monitor the implementation of strategies and students' progress funded through Title I required by this improvement plan includes:

- **Ongoing review SIP alignment**
- **Review of Data**
- **Monthly review of Title I funds and resources**

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

The SIP is available to parents in the following locations:

Campus Website

The SIP was made available to parents by:

Sending home in the weekly Wednesday where to locate.

Communicating when it is available for review to parents on the canmpus commiunication platform Class Dojo and Remind with a link.

We provide the SIP to parents in the following languages:

- *English*
- *Spanish*

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- School-wide intervention hour.
- After-school accelerated instruction (Camp Evolution)
- Two Day Bi-weekly planning and monthly PLC's
- Data Dig Campus Protocol for consistently reviewing data
- Effective use of Exemplars
- Increasing Student Discourse
- Utlizing success criteria to lead scholars to mastery

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and well-rounded education for our students include:

- School-wide intervention hour.
- After-school accelerated instruction (Camp Evolution)
- Partnerships Houston Symphony and Dream Academy
- Sports Enrichment
- Daily Science Lab K-5

- Vertically planning structure 3-5
- Creating student success criteria

2.6: Address needs of all students, particularly at-risk

The campus will continue to provide strategies that provide all students the opportunity, especially those students at risk of not meeting the expectations of the state academic standards at proficient and advance levels of student achievement. The strategies used campus wide are based on research to increase achievement for each student population on district and state assessments. The campus strategies include:

- Explicit Tier 1 instruction in all content areas
- Using student success criteria to check for student mastery.
- Creating and utilizing student exemplars to ensure instructional alignment
- Small- Group instruction for math based on student data needs
- Guided Reading

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

SDMC Meetings specifically to review SIP and discuss future planning for budget, academics, SEL, and student enrichment programs at Bruce ES. These meetings are held once monthly on the following dates:

September 29

December 8

February 9

May 4

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Parents, teachers, and admin assist with the development of the Parent and Family Engagement Policy.

 The Policy will be distributed

- On the campus website
- Sent home in weekly folder

Language of Policy distributions

- English
- Spanish

Strategies to increase Parent and Family Engagement include:

- Building a Parent Resource Center
- Parenting Classes
- Creating volunteer opportunities

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Latavia Jones	Reading Interventionist		
Lexus Johnson	Math Interventionist		

Plan Notes

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		84	B
Student Achievement		59	Not Rated: Senate Bill 1365
STAAR Performance	34	59	
College, Career and Military Readiness			
Graduation Rate			
School Progress		89	B
Academic Growth	84	91	A
Relative Performance (Eco Dis: 98.3%)	34	66	Not Rated: Senate Bill 1365
Closing the Gaps	56	72	C

Campus Funding Summary

1991010002 - General Fund - Gifted & Talented

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	9	1	1	Saturday Project Days	6100 - Payroll	$3,000.00
5	9	1	2	Tutoring time for Prodigy Before school	6100 - Payroll	$1,000.00
5	9	1	3	Extra Pay Counselor	6100 - Payroll	$800.00
					Sub-Total	$4,800.00

1991010003 - General Fund - Small School Subsidy

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	6	1	1	Extra Duty for Curricula Events	6100 - Payroll	$4,500.00
5	6	1	1	Material for Curricular Events	6300 - Supplies and Materials	$4,000.00
5	6	1	3	Extra Duty for Curricula Events	6100 - Payroll	$4,500.00
5	6	1	3	Material for Curricular Events	6300 - Supplies and Materials	$4,000.00
					Sub-Total	$17,000.00

1991010004 - General Fund - State Comp Ed

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	2	scholastic coach	6200 - Contracted Services	$6,500.00
1	1	2	3	Scholastic Coach	6200 - Contracted Services	$6,500.00
					Sub-Total	$13,000.00

1991010006 - General Fund - Bilingual

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	2	Tutor	6200 - Contracted Services	$6,500.00
					Sub-Total	$6,500.00

1991010007 - General Fund - Special Education

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	Additional PD offering beyond the instructional day	6100 - Payroll	$1,500.00
4	1	1	1	General Supplies	6300 - Supplies and Materials	$2,200.00
4	2	1	1	Intervention Resources	6300 - Supplies and Materials	$800.00
4	2	1	2	Intervention Resources	6300 - Supplies and Materials	$800.00
4	2	1	3	Intervention Resources	6300 - Supplies and Materials	$800.00

				1991010007 - General Fund - Special Education		
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					Sub-Total	$6,100.00

				2110000000 - Title 1 Basic Programs		
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	1	ELA Coach from Houston A Challenge	6200 - Contracted Services	$23,000.00
1	1	1	1	Step Up to The TEKS	6300 - Supplies and Materials	$6,500.00
1	1	1	1	TLC Tutors	6200 - Contracted Services	$10,000.00
1	1	1	1	Measuring Up	6300 - Supplies and Materials	$6,500.00
1	1	1	2	Funding for additional PD days for campus planned training	6100 - Payroll	$8,000.00
1	1	2	1	ELA Coach from Houston A Challenge	6200 - Contracted Services	$23,000.00
1	1	3	1	Interventionist to provide interventionist for identified students	6200 - Contracted Services	$26,000.00
1	1	3	2	Intervention teachers for Camp Evolution	6200 - Contracted Services	$26,000.00
1	1	3	3	ALL In Learning (Data Tracking)	6200 - Contracted Services	$5,600.00
2	1	1	1	Vonture Consultant	6200 - Contracted Services	$10,000.00
2	1	1	1	Step Up to The TEKS	6300 - Supplies and Materials	$6,500.00
2	1	1	1	Measuring Up	6200 - Contracted Services	$6,500.00
2	1	1	2	Additional PD time to provide Get Better Faster Training	6100 - Payroll	$8,000.00
2	1	2	1	Step Up to The TEKS	6300 - Supplies and Materials	$6,500.00
2	1	2	1	Measuring Up	6300 - Supplies and Materials	$6,500.00
2	1	2	1	TLC Tutors	6200 - Contracted Services	$10,000.00
5	5	1	3	tutors	6200 - Contracted Services	$3,000.00
					Sub-Total	$191,600.00

Addendums

2022-2023
Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____ **Campus Number** _____

<div style="background-color:#a9c9dd">

SPECIAL REVENUE FUNDING GOALS

</div>

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

   - Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

   - Indicate the programs and resources that are being purchased out of Title I funds.

   - Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

   _____

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) —
Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
    Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page….

Rev. 01/20/2022

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

2

SPECIAL REVENUE FUNDING GOALS, continued

3. Parent and Family Engagement: Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities**.**

1. _____

2. _____

3. _____

4. _____

A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

B. Indicate how the Parent and Family Engagement Policy was distributed.

C. Indicate specific languages in which the PFE Policy was distributed.

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

Rev. 01/20/2022   3

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?
If <u>yes</u>, please list the items below. If <u>no</u>, indicate "N/A."
Please note: All capital outlay requests must receive approval from TEA prior to purchase.

_____

_____

_____

_____

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

Rev. 01/20/2022

4

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS
Below is the list of allowable and unallowable Title I positions.
*NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.***

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
***Teacher, Class-Size, Kinder**	30001366	
***Teacher, Class-Size, K-ESL**	30001376	
***Teacher, Class-Size, K-Bilingual**	30001377	
***Teacher, Class-Size, ESL**	30000553	
***Teacher, Class-Size, Bilingual**	30001374	
***Teacher, Class-Size Reduction [General]** All grade levels	30001705	

Before hiring a CSR teacher, schools must first meet the **State's standards for pupil-teacher ratio (i.e., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the **District's** recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).*

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

Rev. 01/20/2022

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

5

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate "Yes" or "No" below if your campus's Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

Rev. 01/20/2022

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

6