

Fort Worth Independent School District
225 Bonnie Brae Elementary School
2021-2022 Campus Improvement Plan



Bonnie Brae
Elementary

Est. 2003

Mission Statement

We are evolving professionals, committed to changing our practice and fully implementing our learning to increase student achievement.

Somos profesionales en evolución, comprometidos a cambiar nuestra práctica e implementar completamente nuestro aprendizaje para aumentar el rendimiento de los estudiantes.

Vision

Our campus will house an uplifting community that values unique experiences and is dedicated to empowering students to be lifelong learners. Our students will exhibit a growth mindset and be changemakers.

Nuestro campus albergará una comunidad edificante que valora las experiencias únicas y se dedica a capacitar a los estudiantes para que sean aprendices de por vida. Nuestros estudiantes exhibirán una mentalidad de crecimiento y serán agentes de cambio.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bonnie Brae is a Title I campus that has earned an A rating from the State of Texas based on closing the gaps in student populations and student growth. 100% of our teachers are highly qualified and teachers report 89% favorably that our campus is has an inviting work environment. Bonnie Brae is represented by a students from Hispanic, White, Black, and Asian backgrounds with percentages of 87%, 8%, 1.6%, and 2% respectively. 90% of our students are economically disadvantaged and over 50% are English Language Learners. Students in our special education program represent 16% of our student body and 64% of our students are at risk. Our students have very minimal behavioral concerns and are highly respectful learners.

Bonnie Brae es un campus de Título I que ha obtenido una calificación A del Estado de Texas en función de cerrar las brechas en la población estudiantil y el crecimiento estudiantil. El 100% de nuestros maestros están altamente calificados y los maestros reportan un 89% favorablemente que nuestro campus tiene un ambiente de trabajo acogedor. Bonnie Brae está representada por estudiantes de origen hispano, blanco, negro y asiático con porcentajes de 87%, 8%, 1,6% y 2% respectivamente. El 90% de nuestros estudiantes están en desventaja económica y más del 50% son estudiantes del idioma inglés. Los estudiantes en nuestro programa de educación especial representan el 16% de nuestro cuerpo estudiantil y el 64% de nuestros estudiantes están en riesgo. Nuestros estudiantes tienen preocupaciones mínimas sobre el comportamiento y son estudiantes muy respetuosos.

Demographics Strengths

Low teacher mobility rates of 1-2 teachers move per year, and this time we know of 2 teachers moving. Our class ratios are low and allow teachers to plan for individual students. Average class size is 19-20 students. Only Title One Campus in FWISD to receive TEA A rating two years in a row.

Las bajas tasas de movilidad de maestros de 1-2 maestros se mueven por año, y esta vez sabemos que se mudan 2 maestros. Nuestras proporciones de clases son bajas y permiten a los maestros planificar para estudiantes individuales. El tamaño promedio de las clases es de 19 a 20 estudiantes. El único campus de Título Uno en FWISD que recibió la calificación TEA A dos años seguidos.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment has decreased every year to current low of 417. La inscripcion ha disminuido cada ano hasta el minimo actual de 417. **Root Cause:** Bonnie Brae needs to increase visibility of campus successes with the community and social media Bonnie Brae necesita aumentar la visibilidad de los exitos del campus con la comunidad y las redes sociales.

Student Learning

Student Learning Summary

3rd Grade Math - December				3rd Grade Math - April				3rd Grade Math 2019	
	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	83.33%
Bonnie Brae	9.68%	0.00%	0.00%	Bonnie Brae	36.84%	8.77%	3.51%	Meets	53.33%
Herrington	16.00%	0.00%	0.00%	Herrington	37.00%	11.00%	3.00%	Masters	35.00%
Vallejo	3.33%	0.00%	0.00%	Vallejo	36.67%	6.67%	3.33%		
SPED	8.33%	0.00%	0.00%	SPED	9.09%	0.00%	0.00%		

3rd Grade Reading - December				3rd Grade Reading - April				3rd Grade Reading 2019	
	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	78.18%
Bonnie Brae	45.16%	8.06%	3.23%	Bonnie Brae	57.63%	18.64%	5.08%	Meets	45.45%
Ransom	48.14%	13.00%	6.00%	Ransom	58.00%	27.00%	10.00%	Masters	29.09%
Sanchez	50.28%	44.83%	3.45%	Sanchez	56.67%	10.00%	0.00%		
SPED	30.77%	0.00%	0.00%	SPED	27.27%	0.00%	0.00%		

4th Grade Math - December				4th Grade Math - April				4th Grade Math 2019	
	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	80.95%
Montanez	16.33%	4.08%	0.00%	Montanez	36.00%	6.00%	2.00%	Meets	47.62%
SPED	0.00%	0.00%	0.00%	SPED	30.00%	0.00%	0.00%	Masters	26.98%

4th Grade Reading - December				4th Grade Reading - April				4th Grade Reading 2019	
	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	85.71%
Cantu	48.98%	16.33%	2.04%	Cantu	62.50%	27.08%	10.42%	Meets	46.03%
SPED	44.44%	11.11%	0.00%	SPED	87.50%	37.50%	12.50%	Masters	11.11%

5th Grade Math - December				5th Grade Math - April				3rd Grade Math-CURRENT 5th Graders	
	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	83.33%
Risse	56.92%	18.46%	6.15%	Risse	71.19%	40.68%	23.73%	Meets	53.33%
SPED	45.45%	9.09%	0.00%	SPED	25.00%	0.00%	0.00%	Masters	35.00%

5th Grade Reading - December				5th Grade Reading - April				3rd Grade Reading-CURRENT 5TH Graders	
	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	78.18%
Garcia	67.39%	32.61%	6.52%	Garcia	62.06%	27.59%	6.90%	Meets	45.45%
SPED	77.78%	22.22%	11.11%	SPED	66.67%	0.00%	0.00%	Masters	29.09%

5th Grade Science - December				5th Grade Science - April				5th Grade Science	
	Approaches	Meets	Masters		Approaches	Meets	Masters	Approaches	87.30%
Chavez	21.54%	1.54%	0.00%	Chavez	25.00%	3.33%	0.00%	Meets	61.90%
SPED	18.18%	0.00%	0.00%	SPED	0.00%	0.00%	0.00%	Masters	31.75%

Student Learning Strengths

5th Grade students are scoring close to the LAST assessment of STAAR that took place at Bonnie Brae which was their third grade year. 4th grade reading benchmark data increased by 20 percent in approaches, 10 percent in meets and 8% in masters. 4th grade reading data is in line to be close to 2019 data and 4th grade SPED doubled in all areas from December to April benchmark and is already lined up to the 2019 results that earned Bonnie Brae and A rating. There was significant growth in third grade data but the April results are far from 2019 data.

Los estudiantes de quinto grado están obteniendo una puntuación cercana a la ÚLTIMA evaluación de STAAR que se llevó a cabo en Bonnie Brae, que fue su tercer año de grado. Los datos de referencia de lectura de cuarto grado aumentaron en un 20 por ciento en los enfoques, un 10 por ciento en las competencias y un 8% en las maestrías. Los datos de lectura de 4to grado están en línea para estar cerca de los datos de 2019 y el SPED de 4to grado se duplicó en todas las áreas desde el punto de referencia de diciembre a abril y ya está alineado con los resultados de 2019 que obtuvieron una calificación de Bonnie Brae y A. Hubo un crecimiento significativo en los datos de tercer grado, pero los resultados de abril están lejos de los datos de 2019.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Attendance rate is below 97% which keeps us from earning distinctions. La tasa de asistencia esta por debajo del 97%, lo que nos impide

ganar distinciones. **Root Cause:** Campus needs a system to connect with families daily when students are absent and regularly inform parents and staff of attendance policies and procedures. El campus necesita un sistema para conectarse con las familias todos los días cuando los estudiantes están ausentes e informar regularmente a los padres y al personal sobre las políticas y procedimientos de asistencia.

Problem Statement 2 (Prioritized): MAP data shows between -1.53 and -5.02 growth in grades K-12 in Reading and between 1.00 and -4.55 in growth index for math. Los datos de MAP muestran un crecimiento entre -1.53 y -5.02 en los grados K-12 en lectura y entre 1.00 y -4.55 en el índice de crecimiento en matemáticas. **Root Cause:** Lack of internalization of best practices campus wide or how to apply practices in current setting. (goal setting, data tracking, and culture practices) Falta de internalización de las mejores prácticas en todo el campus o cómo aplicar las prácticas en el entorno actual. (establecimiento de objetivos, seguimiento de datos y prácticas culturales)

School Processes & Programs

School Processes & Programs Summary

The 2020-21 school year had put an every increasing demand to become more tech focused so we established a school site to house all of our critical documents as well as links for surveys, our weekly newsletter, and behavior plan using Google Forms. The need for social distancing warranted a drastic change to dismissal that resulted in a system approved by teachers and staff and increased our efficiency. Our arrival procedures were also significantly altered due to social distancing and we have seen changes that we will incorporate next school year as well. With a brand new leadership team and the increasing demands on admin, an updated org chart was created to delegate and define responsibilities.

Current CNA development allowed for three meetings with the entire teaching staff including our counselor, librarian, and data analyst to review campus data from multiple lenses.

El año escolar 2020-21 había planteado una demanda cada vez mayor para centrarnos más en la tecnología, por lo que establecimos un sitio escolar para albergar todos nuestros documentos críticos, así como enlaces para encuestas, nuestro boletín semanal y un plan de comportamiento utilizando Google Forms. La necesidad de distanciamiento social justificó un cambio drástico al despido que resultó en un sistema aprobado por maestros y personal y aumentó nuestra eficiencia. Nuestros procedimientos de llegada también se alteraron significativamente debido al distanciamiento social y hemos visto cambios que incorporaremos también el próximo año escolar. Con un equipo de liderazgo completamente nuevo y las crecientes demandas de los administradores, se creó un organigrama actualizado para delegar y definir responsabilidades.

El desarrollo actual de la CNA permitió tres reuniones con todo el personal docente, incluido nuestro consejero, bibliotecario y analista de datos para revisar los datos del campus desde múltiples lentes.

School Processes & Programs Strengths

Established a dismissal system that allow for current in campus population to exit the campus in 15 minutes. Utilize Google forms and technology to increase accessibility for school-wide practices. Defined responsibilities using org chart to delegate leadership tasks. Our staff was able to meet three times in our subcommittees to break down data, determine problem statements, and root causes. We also have established two partners for community and business (Blue Zones/Perla Realty) on SBDM.

Se estableció un sistema de salida que permite que la población actual del campus salga del campus en 15 minutos. Utilice los formularios y la tecnología de Google para aumentar la accesibilidad para las prácticas de toda la escuela. Responsabilidades definidas usando organigrama para delegar tareas de liderazgo. Nuestro personal pudo reunirse tres veces en nuestros subcomités para desglosar datos, determinar declaraciones de problemas y causas fundamentales. También hemos establecido dos socios para la comunidad y los negocios (Blue Zones / Perla Realty) en SBDM.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance rate is below 97% which keeps us from earning distinctions. La tasa de asistencia esta por debajo del 97%, lo que nos impide ganar distinciones. **Root Cause:** Campus needs a system to connect with families daily when students are absent and regularly inform parents and staff of attendance policies and procedures. El campus necesita un sistema para conectarse con las familias todos los días cuando los estudiantes estan ausentes e informar regularmente a los padres y al personal

sobre las políticas y procedimientos de asistencia.

Problem Statement 2 (Prioritized): We do not utilize the entire staff to support academic enrichment or support. No utilizamos a todo el personal para apoyar el enriquecimiento o el apoyo académico. **Root Cause:** Bonnie Brae has not created a plan to have special support learning in all grade levels. Bonnie Brae no ha creado un plan para tener especiales que apoyen el aprendizaje en todos los niveles de grado.

Problem Statement 3 (Prioritized): MAP data shows between -1.53 and -5.02 growth in grades K-12 in Reading and between 1.00 and -4.55 in growth index for math. Los datos de MAP muestran un crecimiento entre -1.53 y -5.02 en los grados K-12 en lectura y entre 1.00 y -4.55 en el índice de crecimiento en matemáticas. **Root Cause:** Lack of internalization of best practices campus wide or how to apply practices in current setting. (goal setting, data tracking, and culture practices) Falta de internalización de las mejores prácticas en todo el campus o cómo aplicar las prácticas en el entorno actual. (establecimiento de objetivos, seguimiento de datos y prácticas culturales)

Perceptions

Perceptions Summary

Our campus vision can be summed up as empower, uplift, and grow! Our focus is to help students, staff, and our community see their own potential along with strengths and weaknesses that we will continue to develop. We value all stakeholders and see each one as a voice to improve our practices from procedural tasks to how we greet and interact with each other. It is vital that maximize our resources and guarantee our students the best education possible.

Bonnie Brae teachers value opportunities to work with each other to problem solve and to learn. Teachers self-reported highly favorable for "Educating All Students", specifically the ease of interacting with students of different cultures (96%), comfortability incorporating new material about people from different backgrounds (96%), and comfortability in intervening if students from different backgrounds were not getting along (85%). Teachers also feel like Bonnie Brae is an inviting work environment (89%) and that leaders were fair (77%), understanding (74%), and respectful (85%). Students also reported 88% favorably on if they had a supportive relationship with either an adult or friend at school.

When we continue to examine more questions, there are some disparities in how students and teachers respond in certain categories. From the student perspective, teacher-student relationships scored 69% positive and the lowest report asked if students felt like their teacher really cared about how they were feeling. Teachers reported they felt confident they could relate to the most difficult students (89%).

Based on teacher feedback for low positive results on feedback/coaching (59%) and student's ability to regulate their emotions (43%), teachers were asked to provide some practices that had helped them in the past and we were able to implement learning walks in K-2 as well as vertical planning with RP 3-5 and RP/DL teachers PK-5, and review student work samples for planning. Ms. Salas scheduled and presented 2 of 4 emotional regulation sessions with 3-5 and will continue with one more in May and in June.

¡Nuestra visión del campus se puede resumir en empoderar, elevar y crecer! Nuestro enfoque es ayudar a los estudiantes, el personal y nuestra comunidad a ver su propio potencial junto con las fortalezas y debilidades que continuaremos desarrollando. Valoramos a todas las partes interesadas y vemos a cada una como una voz para mejorar nuestras prácticas, desde las tareas de procedimiento hasta la forma en que nos saludamos e interactuamos entre nosotros. Es vital maximizar nuestros recursos y garantizar a nuestros estudiantes la mejor educación posible.

Los maestros de Bonnie Brae valoran las oportunidades de trabajar juntos para resolver problemas y aprender. Los profesores informaron que eran altamente favorables para "Educar a todos los estudiantes", específicamente la facilidad para interactuar con estudiantes de diferentes culturas (96%), la comodidad para incorporar material nuevo sobre personas de diferentes orígenes (96%) y la comodidad para intervenir si los estudiantes de diferentes culturas los antecedentes no se llevaban bien (85%). Los maestros también sienten que Bonnie Brae es un ambiente de trabajo acogedor (89%) y que los líderes fueron justos (77%), comprensivos (74%) y respetuosos (85%). Los estudiantes también informaron un 88% favorablemente si tenían una relación de apoyo con un adulto o un amigo en la escuela.

Cuando continuamos examinando más preguntas, hay algunas disparidades en la forma en que los estudiantes y los maestros responden a ciertas categorías. Desde la perspectiva del estudiante, las relaciones maestro-alumno obtuvieron un 69% de resultados positivos y el informe más bajo preguntó si los estudiantes sentían que a su maestro realmente le importaba cómo se sentían. Los maestros informaron que se sentían seguros de poder informar a los estudiantes más difíciles (89%).

Con base en la retroalimentación de los maestros sobre resultados positivos bajos en retroalimentación / entrenamiento (59%) y la capacidad de los estudiantes para regular sus emociones (43%), se les pidió a los maestros que proporcionaran algunas prácticas que los habían ayudado en el pasado y pudimos implementar caminatas de aprendizaje. en K-2, así como planificación vertical con maestros de RP 3-5 y RP / DL PK-5, y revise las muestras de trabajo de los estudiantes para la planificación. La Sra. Salas programó y presentó 2 de 4 sesiones de regulación emocional con 3-5 y continuará con una más en mayo y en junio.

Perceptions Strengths

As a result of teacher survey data and the need for consistency, DL vertical alignment PD was scheduled during the day to allow teachers to meet as well as vertical alignment within the department.

As a result of student survey data, students participated in a social awareness activities (2 of 4) that included working on identifying their feelings, developing respect agreements, and reflecting of effort vs. achievement.

Como resultado de los datos de la encuesta de maestros y la necesidad de coherencia, se programó el desarrollo profesional de alineación vertical de DL durante el día para permitir que los maestros se reúnan, así como la alineación vertical dentro del departamento.

Como resultado de los datos de la encuesta estudiantil, los estudiantes participaron en actividades de conciencia social (2 de 4) que incluyeron trabajar en identificar sus sentimientos, desarrollar acuerdos de respeto y reflejar el esfuerzo vs. logro.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Enrollment has decreased every year to current low of 417. La inscripcion ha disminuido cada ano hasta el minimo actual de 417. **Root Cause:** Bonnie Brae needs to increase visibility of campus successes with the community and social media Bonnie Brae necesita aumentar la visibilidad de los exitos del campus con la comunidad y las redes sociales.

Problem Statement 2 (Prioritized): Attendance rate is below 97% which keeps us from earning distinctions. La tasa de asistencia esta por debajo del 97%, lo que nos impide ganar distinciones. **Root Cause:** Campus needs a system to connect with families daily when students are absent and regularly inform parents and staff of attendance policies and procedures. El campus necesita un sistema para conectarse con las familias todos los dias cuando los estudiantes estan ausentes e informar regularmente a los padres y al personal sobre las politicas y procedimientos de asistencia.

Problem Statement 3 (Prioritized): 51% Favorable response for students feeling that their teacher really wants to know how they are feeling. 51% Respuesta favorable para los estudiantes que sienten que su maestro realmente quiere saber como se sienten. **Root Cause:** Bonnie Brae has not established school-wide strategies or plan for building connections. Bonnie Brae no ha establecido estrategia o/planes en toda la escuela para establecer conexiones.

Problem Statement 4 (Prioritized): 66% Favorable responses for how well people at school understand you as a person. 66% Respuestas favorables sobre que tan bien las personas en la escuela te entienden como persona. **Root Cause:** Bonnie Brae does not have a school-wide plan to help celebrate differences and build relationships. Bonnie Brae no tiene un plan para toda la escuela para ayudar a celebrar las diferencias y construir relaciones.

Priority Problem Statements

Problem Statement 1: Enrollment has decreased every year to current low of 417. La inscripcion ha disminuido cada ano hasta el minimo actual de 417.

Root Cause 1: Bonnie Brae needs to increase visibility of campus successes with the community and social media Bonnie Brae necesita aumentar la visibilidad de los exitos del campus con la comunidad y las redes sociales.

Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: Attendance rate is below 97% which keeps us from earning distinctions. La tasa de asistencia esta por debajo del 97%, lo que nos impide ganar distinciones.

Root Cause 2: Campus needs a system to connect with families daily when students are absent and regularly inform parents and staff of attendance policies and procedures. El campus necesita un sistema para conectarse con las familias todos los dias cuando los estudiantes estan ausentes e informar regularmente a los padres y al personal sobre las politicas y procedimientos de asistencia.

Problem Statement 2 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: MAP data shows between -1.53 and -5.02 growth in grades K-12 in Reading and between 1.00 and -4.55 in growth index for math. Los datos de MAP muestran un crecimiento entre -1.53 y -5.02 en los grados K-12 en lectura y entre 1.00 y -4.55 en el indice de crecimiento en matematicas.

Root Cause 3: Lack of internalization of best practices campus wide or how to apply practices in current setting. (goal setting, data tracking, and culture practices) Falta de internalizacion de las mejores practicas en todo el campus o como aplicar las practicas en el entorno actual. (establecimiento de objetivos, seguimiento de datos y practicas culturales)

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: We do not utilize the entire staff to support academic enrichment or support. No utilizamos a todo el personal para apoyar el enriquecimiento o el apoyo academico.

Root Cause 4: Bonnie Brae has not created a plan to have specials support learning in all grade levels. Bonnie Brae no ha creado un plan para tener especiales que apoyen el aprendizaje en todos los niveles de grado.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 51% Favorable response for students feeling that their teacher really wants to know how they are feeling. 51% Respuesta favorable para los estudiantes que sienten que su maestro realmente quiere saber como se sienten.

Root Cause 5: Bonnie Brae has not established school-wide strategies or plan for building connections. Bonnie Brae no ha establecido estrategia o/planes en toda la escuela para establecer conexiones.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: 66% Favorable responses for how well people at school understand you as a person. 66% Respuestas favorables sobre que tan bien las personas en la escuela te entienden como persona.

Root Cause 6: Bonnie Brae does not have a school-wide plan to help celebrate differences and build relationships. Bonnie Brae no tiene un plan para toda la escuela para ayudar

a celebrar las diferencias y construir relaciones.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent engagement rate

Goals





Revised/Approved: September 6, 2021

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of Kindergarten through Grade 3 students who meet or exceed projected growth on MAP Growth Reading in English from 31% to at least 50% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize additional support staff position (TA) to help bridge gaps in foundational learning focusing on the fundamental four using Lexia and LLI as intervention tools.</p> <p>Strategy's Expected Result/Impact: Students will receive between 40 and 60 minutes of focused support weekly based on identified learning gaps to meet their projected growth on MAP growth Reading.</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3</p> <p>Funding Sources: Staffing - Title I (211) - 211-11-6129-04E-225-30-510-000000-22F10 - \$21,279, binder rings, color cardstock, paper - Title I (211) - 211-11-6399-04E-225-30-510-000000-22F10 - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop capacity of teachers using high leverage lesson delivery strategies that include analysis of TEKS (know/show), showcall, lesson model, HOTS questions, aggressive monitoring, and student self-profiling at least one time each six weeks.</p> <p>Strategy's Expected Result/Impact: Increase student reading growth data through increased feedback opportunities, more tightly aligned instruction and increased student accountability.</p> <p>Staff Responsible for Monitoring: ILT/Admin</p> <p>Funding Sources: Paper, color ink (profiling), cardstock, expo markers - Title I (211) - 211-11-6399-04E-225-30-510-000000-22F10 - \$1,800, Paper, color ink (profiling), expo markers, binder rings - Title I (211) - 211-13-6399-04E-225-30-510-000000-22F10 - \$1,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Providing take reading material for students to build home libraries and engage with their parents in learning.</p> <p>Strategy's Expected Result/Impact: Increasing accessibility of high quality reading material and parental education on value in reading increases student achievement in reading.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6329-001-225-24-313-000000- - \$1,700</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Student self profiling and monitoring of content mastery. Strategy's Expected Result/Impact: Increased student engagement through goal setting and accountability to improve STAAR performance, Staff Responsible for Monitoring: Teachers Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-225-24-313-000000- - \$1,732	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: MAP data shows between -1.53 and -5.02 growth in grades K-12 in Reading and between 1.00 and -4.55 in growth index for math. Los datos de MAP muestran un crecimiento entre -1.53 y -5.02 en los grados K-12 en lectura y entre 1.00 y -4.55 en el indice de crecimiento en matematicas. Root Cause: Lack of internalization of best practices campus wide or how to apply practices in current setting. (goal setting, data tracking, and culture practices) Falta de internalizacion de las mejores practicas en todo el campus o como aplicar las practicas en el entorno actual. (establecimiento de objetivos, seguimiento de datos y practicas culturales)</p>
School Processes & Programs
<p>Problem Statement 3: MAP data shows between -1.53 and -5.02 growth in grades K-12 in Reading and between 1.00 and -4.55 in growth index for math. Los datos de MAP muestran un crecimiento entre -1.53 y -5.02 en los grados K-12 en lectura y entre 1.00 y -4.55 en el indice de crecimiento en matematicas. Root Cause: Lack of internalization of best practices campus wide or how to apply practices in current setting. (goal setting, data tracking, and culture practices) Falta de internalizacion de las mejores practicas en todo el campus o como aplicar las practicas en el entorno actual. (establecimiento de objetivos, seguimiento de datos y practicas culturales)</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed projected growth on MAP Math Growth from 31% to 50% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize additional support staff position (TA) to help bridge gaps in foundational learning gaps in number recognition, counting, and addition/subtraction.</p> <p>Strategy's Expected Result/Impact: Students will receive between 40 and 60 minutes of focused support weekly based on identified learning gaps to meet their projected growth on MAP growth math.</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop capacity of teachers using high leverage lesson delivery strategies that include analysis of TEKS (know/show), showcall, lesson model, HOTS questions, aggressive monitoring, and student self-profiling at least one time each six weeks.</p> <p>Strategy's Expected Result/Impact: Increase student math growth data through increased feedback opportunities, more tightly aligned instruction and increased student accountability.</p> <p>Staff Responsible for Monitoring: ILT/Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 2: MAP data shows between -1.53 and -5.02 growth in grades K-12 in Reading and between 1.00 and -4.55 in growth index for math. Los datos de MAP muestran un crecimiento entre -1.53 y -5.02 en los grados K-12 en lectura y entre 1.00 y -4.55 en el indice de crecimiento en matematicas. Root Cause: Lack of internalization of best practices campus wide or how to apply practices in current setting. (goal setting, data tracking, and culture practices) Falta de internalizacion de las mejores practicas en todo el campus o como aplicar las practicas en el entorno actual. (establecimiento de objetivos, seguimiento de datos y practicas culturales)</p>
School Processes & Programs
<p>Problem Statement 3: MAP data shows between -1.53 and -5.02 growth in grades K-12 in Reading and between 1.00 and -4.55 in growth index for math. Los datos de MAP muestran un crecimiento entre -1.53 y -5.02 en los grados K-12 en lectura y entre 1.00 y -4.55 en el indice de crecimiento en matematicas. Root Cause: Lack of internalization of best practices campus wide or how to apply practices in current setting. (goal setting, data tracking, and culture practices) Falta de internalizacion de las mejores practicas en todo el campus o como aplicar las practicas en el entorno actual. (establecimiento de objetivos, seguimiento de datos y practicas culturales)</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 36% to 51% by May 2022.

Increase the percentage of EL students from 25% to 45% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop capacity of teachers using high leverage lesson delivery strategies that include analysis of TEKS (know/show), showcall, lesson model, HOTS questions, aggressive monitoring, and student self-profiling at least one time each six weeks.</p> <p>Strategy's Expected Result/Impact: Increase student performance through increased feedback opportunities, more tightly aligned instruction and increased student accountability.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Paper, color ink, cardstock, binder rings - Title I (211) - 211-11-6399-04E-225-30-510-000000-22F10 - \$700, Paper, color ink, cardstock, expo markers - Title I (211) - 211-13-6399-04E-225-30-510-000000-22F10 - \$700</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop system to link weekly student data to monitor growth goals, student self trackers, and data analysis.</p> <p>Strategy's Expected Result/Impact: Develop systematic approach to DDI process with teachers that includes student accountability, increase student understanding of their growth goals and data monitoring.</p> <p>Staff Responsible for Monitoring: Data Analyst</p> <p>Funding Sources: Staffing - Title I (211) - 211-13-6119-04E-225-30-510-000000-22F10 - \$74,102</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop ILT capacity to create high leverage lesson delivery strategies that include analysis of TEKS (know/show), showcall, lesson model, HOTS questions, aggressive monitoring, and student self-profiling at least one time each six weeks.</p> <p>Strategy's Expected Result/Impact: Increase MEETS student performance in reading through increased feedback opportunities, more tightly aligned instruction and increased student accountability.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Hourly Pay - Title I (211) - 211-13-6116-04E-225-30-510-000000-22F10 - \$336, Hourly Pay - Title I (211) - 211-11-6116-0PD-225-30-510-000000-22F10 - \$630</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 32% to 55% by May 2022.

Increase the percentage of EL students from 24% to 50% by May 2022.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop ILT capacity to create high leverage lesson delivery strategies that include analysis of TEKS (know/show), showcall, lesson model, HOTS questions, aggressive monitoring, and student self-profiling at least one time each six weeks.</p> <p>Strategy's Expected Result/Impact: Increase MEETS student performance in math through increased feedback opportunities, more tightly aligned instruction and increased student accountability.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Hourly Pay - Title I (211) - 211-11-6116-0PD-225-30-510-000000-22F10 - \$630, Hourly Pay - Title I (211) - 211-13-6116-04E-225-30-510-000000-22F10 - \$366</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop capacity of teachers using high leverage lesson delivery strategies that include analysis of TEKS (know/show), showcall, lesson model, HOTS questions, aggressive monitoring, and student self-profiling at least one time each six weeks.</p> <p>Strategy's Expected Result/Impact: Increase student performance through increased feedback opportunities, more tightly aligned instruction and increased student accountability.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop system to link weekly student data to monitor growth goals, student self trackers, and data analysis.</p> <p>Strategy's Expected Result/Impact: Develop systematic approach to DDI process with teachers that includes student accountability, increase student understanding of their growth goals and data monitoring.</p> <p>Staff Responsible for Monitoring: Data Analyst</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Increase ADA 94% to 97% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop an attendance team and system to communicate school-wide attendance rates, announce incentives, and call individual families of absent students daily.</p> <p>Strategy's Expected Result/Impact: 100% of families will be notified daily of absences with an emphasis of care and concern.</p> <p>At least 95% of students, families, and staff will be clear on attendance expectations, weekly attendance data, and school attendance goals.</p> <p>Staff Responsible for Monitoring: Data Analyst, Family Engagement Specialist</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Incentives - Title I (211) - 211-11-6499-04E-225-30-510-000000-22F10 - \$500, Stamps, paper, ink - Title I (211) - 211-61-6399-04L-225-30-510-000000-22F10 - \$2,170</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Attendance rate is below 97% which keeps us from earning distinctions. La tasa de asistencia esta por debajo del 97%, lo que nos impide ganar distinciones. Root Cause: Campus needs a system to connect with families daily when students are absent and regularly inform parents and staff of attendance policies and procedures. El campus necesita un sistema para conectarse con las familias todos los dias cuando los estudiantes estan ausentes e informar regularmente a los padres y al personal sobre las politicas y procedimientos de asistencia.</p>
School Processes & Programs
<p>Problem Statement 1: Attendance rate is below 97% which keeps us from earning distinctions. La tasa de asistencia esta por debajo del 97%, lo que nos impide ganar distinciones. Root Cause: Campus needs a system to connect with families daily when students are absent and regularly inform parents and staff of attendance policies and procedures. El campus necesita un sistema para conectarse con las familias todos los dias cuando los estudiantes estan ausentes e informar regularmente a los padres y al personal sobre las politicas y procedimientos de asistencia.</p>
Perceptions
<p>Problem Statement 2: Attendance rate is below 97% which keeps us from earning distinctions. La tasa de asistencia esta por debajo del 97%, lo que nos impide ganar distinciones. Root Cause: Campus needs a system to connect with families daily when students are absent and regularly inform parents and staff of attendance policies and procedures. El campus necesita un sistema para conectarse con las familias todos los dias cuando los estudiantes estan ausentes e informar regularmente a los padres y al personal sobre las politicas y procedimientos de asistencia.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students for emotional regulation on the Panorama SEL Survey from 43% to 58% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop clear models of SEL for students and teachers and provide resources for campus wide procedures with a focus on emotional regulation.</p> <p>Strategy's Expected Result/Impact: Increase understanding of key components of self-regulation and</p> <p>Staff Responsible for Monitoring: Wellness Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Hourly Pay (6 add. hours x 5ppl) - Title I (211) - 211-11-6116-OPD-225-30-510-000000-22F10 - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop Equity and Excellence team to create and assist in student centered activities/lessons that are culturally relevant and engage as a campus in at least 9 hours of PL with E&E Dept. and a book study using Stamped (for kids): Racism, Anti-racism, and You.</p> <p>Strategy's Expected Result/Impact: Increase student opportunities to reflect, engage in real-world problems, and build connections to increase awareness of factors that impact emotional regulation.</p> <p>Staff Responsible for Monitoring: Equity and Excellence team.</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: Hourly pay (6 hours x 5 ppl) - Title I (211) - 211-11-6116-OPD-225-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 4: 66% Favorable responses for how well people at school understand you as a person. 66% Respuestas favorables sobre que tan bien las personas en la escuela te entienden como persona. Root Cause: Bonnie Brae does not have a school-wide plan to help celebrate differences and build relationships. Bonnie Brae no tiene un plan para toda la escuela para ayudar a celebrar las diferencias y construir relaciones.</p>

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Staffing	Teacher Assistant	211-11-6129-04E-225-30-510-000000-22F10	\$21,279.00
1	1	1	binder rings, color cardstock, paper	Supplies and materials for instructional use	211-11-6399-04E-225-30-510-000000-22F10	\$250.00
1	1	2	Paper, color ink (profiling), cardstock, expo markers	Supplies and materials for instructional use	211-11-6399-04E-225-30-510-000000-22F10	\$1,800.00
1	1	2	Paper, color ink (profiling), expo markers, binder rings	Supplies and materials for professional development	211-13-6399-04E-225-30-510-000000-22F10	\$1,800.00
3	1	1	Paper, color ink, cardstock, binder rings	Supplies and materials for instructional use	211-11-6399-04E-225-30-510-000000-22F10	\$700.00
3	1	1	Paper, color ink, cardstock, expo markers	Supplies and materials for professional development	211-13-6399-04E-225-30-510-000000-22F10	\$700.00
3	1	2	Staffing	Data Analyst	211-13-6119-04E-225-30-510-000000-22F10	\$74,102.00
3	1	3	Hourly Pay	Extra duty for summer planning (off contract days)	211-13-6116-04E-225-30-510-000000-22F10	\$336.00
3	1	3	Hourly Pay	Extra duty pay for PD after hours	211-11-6116-0PD-225-30-510-000000-22F10	\$630.00
3	2	1	Hourly Pay	Extra duty pay for PD after hours	211-11-6116-0PD-225-30-510-000000-22F10	\$630.00
3	2	1	Hourly Pay	Extra duty for summer planning (off contract days)	211-13-6116-04E-225-30-510-000000-22F10	\$366.00
4	1	1	Incentives	Snacks or incentives for students	211-11-6499-04E-225-30-510-000000-22F10	\$500.00
4	1	1	Stamps, paper, ink	Supplies and materials for parental involvement	211-61-6399-04L-225-30-510-000000-22F10	\$2,170.00
4	2	1	Hourly Pay (6 add. hours x 5ppl)	Extra duty pay for PD after hours	211-11-6116-0PD-225-30-510-000000-22F10	\$800.00
4	2	2	Hourly pay (6 hours x 5 ppl)	Extra duty pay for PD after hours	211-11-6116-0PD-225-30-510-000000-22F10	\$500.00
Sub-Total						\$106,563.00
Budgeted Fund Source Amount						\$106,563.00
+/- Difference						\$0.00

SCE (199 PIC 24)

Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	3		Reading materials for classroom use	199-11-6329-001-225-24-313-000000-	\$1,700.00
1	1	4		Supplies and materials for instructional use	199-11-6399-001-225-24-313-000000-	\$1,732.00
Sub-Total						\$3,432.00
Budgeted Fund Source Amount						\$3,432.00
+/- Difference						\$0.00
Grand Total						\$109,995.00