Eagle Mountain-Saginaw Independent School District

Bryson Elementary

2023-2024 Improvement Plan

Mission Statement

To foster a culture of academic excellence by instilling in stud

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bryson Elementary School is a Title I campus that proudly serves the Eagle Mountain-Saginaw school district. Since the opening of Bryson Elementary in 1984 the campus and

Demographic Data 2023-2024

African American	**113**
Hispanic	230
White	187
American Indian	4
Asian/Pacific	6
Multi-Racial	30

Demographics Strengths

Bryson has a diverse student popluation.

The Bryson PTA has a make up of parents who are invested in the campus, its growth and success. The PTA works together with the Bryson staff to best support students and the

School Culture and Climate

School Culture and Climate Summary

The Bryson school culture has shown great growth over the last 2 years. All but 2 grade level teachers are set to return for the 2023-24 school year. Teachers who returned truly believe in our vision of doing what is best for students. With a clearer vision and invested staff Bryson is on the path to continued growth and improvement.

Teachers and staff have been and continue to build relationships with parents through weekly communication, parent conferences, after school events and through their growth and

Problem Statement 1 (Prioritized): Opportunities to recruit and hire as early as possible.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum

-Use of district scope and sequence

-Planning and preparing lessons as grade level and/team

-Utilizing district materials and platforms to provide instruction

Instruction

-Teachers are collaborating and meeting during PLC to address and improve instruction

-Teachers are observing their peers to grow instructionally

-Teachers are assessing students daily

-Student data is utlized to drive instruction

-Vertical teaming

Assessment Summary

Parent and Community Engagement

Parent and Community Engagement Summary

Bryson has strong support from parents through the community and PTA. The PTA is a cohesive group of individuals who work in and outside of the school for the betterment of Bryson students and staff. Bryson community members reach out to support the campus to address areas of needs. Local businesses offer their support during after school events. Local restaurants help promote the campus and raise money for the campus on spirit nights. Community members and parents support campus fundraisers to support students. teachers and staff.

Parent and Community Engagement Strengths

The Bryson parents and community want to see Bryson grow and our students succeed. Parents have volunteered to help during and after school hours. The PTA works closely with the school on ways to grow school and community relationship. Various parents are substitute teachers who sub for our teachers on a weekly basis.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Communication between parents/community with emphasis on positive communication. **Root Cause:** Emphasis on consistent positive parent communication by teachers and staff.

Problem Statement 2: Parents being supported by campus to better support students at home. **Root Cause:** Opportunities to provide parents with what resources to use and how to use those resources to support students at home.

School Context and Organization

School Context and Organization Summary

Technology

Technology Summary

Our campus is now one to one with technology. We are due for technology upgrades as some of our devices are out of date or nonfuctional. We have a computer lab that is utilized daily for students. Bryson is becoming more of a technology focused and driven campus as many other campuses are.

Technology Strengths

Teachers and students are becoming more familiar with how to utilize technolgy such as iPads, laptops and Smart Board. There are monthly trainings offered to the campus to help grow teacher knowledge on best was to utilize and implement technology within lesson. Teachers are becoming more comfortable with the use of technology and building lessons where technology is being utilized by students.

Problem Statements Identifying Technology Needs

Priority Problem Statements

Problem Statement 1: Gaps for students in grades K-2 reading below level still remains a campus focus.
Root Cause 1: Instructional practices being utilized to achieve expected student outcomes.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2

Problem Statement 8 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Excellence in Academics: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students.

Performance Objective 1: 85% of students assessed with BAS will make at least one year's growth.

High Priority

Evaluation Data Sources: BOY, MOY, EOY data from BAS and SLO growth goals aligned to T-TESS Summative Evaluation.

Strategy 1 Details	Reviews
Strategy 1: Teachers will use quality small group guided reading instruction and strategies to meet student needs with a focus on comprehension. **Strategy's Expected Result/Impact:** Students' comprehension skills will improve one year. **Staff Responsible for Monitoring:**	

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3: Grade level and leadership data meetings conducted each six weeks to determine and monitor interventions. (PDSA) **Strategy's Expected Result/Impact:** Teachers will review data to guide future instruction. Students will be aware of where they are and set growth goals towards continuous improvement. **Staff Responsible for Monitoring:** Monitoring data folders, quick formative assessments and DCA data. Using data to help support teacher instructional practices. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews
Strategy 4:	

Goal 1: Excellence in Academics: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students.

Performance Objective 2: 20% growth in the area of "Masters" on the 2022-23 STAAR assessment.

High Priority

Evaluation Data Sources: STAAR Test

Strategy 1 Details	Reviews	
	Formative	Summative
Strategy 1: Teachers provide students with daily quality tier 1 instruction that is aligned with the scope and sequence. **Strategy's Expected Result/Impact:** There will be a decrease in student gaps. **Staff Responsible for Monitoring:** Teachers, coaches, interventionists and admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Dec	

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3: Utilize district resources and instructional resources found within the scope and sequence to support instruction, provide assessments, provide student practice and ensure rigor. **Strategy's Expected Result/Impact:** Students will deepen their understanding of TEKS to improve outcomes. **Staff Responsible for Monitoring:** Teachers, coaches, interventionists and admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4: Prioritize "Power TEKS" within tier 1, 2 and 3 instruction, homework and spiraling activities. **Strategy's Expected Result/Impact:** An instructional focus will be made on TEKS that are most important and necessary for most student growth and success. **Staff Responsible for Monitoring:** Teachers & coaches. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5: Provide students with weekly extension activities to be plan out during collaboration and in PLC to increase rigor and extend students thinking. **Strategy's Expected Result/Impact:** Students will have more opportunities to be challenged and extend their learning				

which will lead to more higher level thinking, questioning and responding.

Staff Responsible for Monitoring: Teachers & Instructional Leadership Team

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,

Goal 1:

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3: Weekly lesson plan checks and walk through observations with emphasis on tracking extension activities. **Strategy's Expected Result/Impact:** Teachers will raise their level of instructional delivery to meet the needs of all students. **Staff Responsible for Monitoring:** ILT & Teacher **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 1:

Strategy 3 Details	Reviews
Strategy 3: Data meetings will be held every 4-6 weeks with emphasis on reading levels, foundational math & DCA results. **Strategy's Expected Result/Impact:** Data will be reviewed to improve instruction and student outcomes by identifying and reviewing low performing TEKS, student results and teaching strategies.	

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 2: Representation from all grade levels and teams at 90% of the PTA meetings.

Evaluation Data Sources:

Strategy 4 Details	Reviews
Strategy 4: Incentives will be provided to teams who have at least one team member present at 90% or more of PTA meetings.	

Goal 2:

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 5: At least 1-2 events each 9 weeks will be carried out by the PTA to promote and build campus and community.

Evaluation Data Sources: Documentation of PTA meetings, events and event success based on participation and money raised if in correlation with a fundraiser event.

Strategy 1 Details	Reviews
Strategy 1: Promote PTA meetings with all staff and community members via staff meetings and newsletter. **Strategy's Expected Result/Impact:** More teachers, staff and parent attendance. Increased by in to PTA and PTA activities. Aligned goals and objectives between campus and community. **Staff Responsible for Monitoring:** Admin & PTA President **Title I:** 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 1: 100% of school safety drills will be carried out by students and staff with fidelity.

Evaluation Data Sources: Reviewal and discussion of each drill with emphasis on improvement for the following drill.

Strategy 1 Details	Reviews	
Strategy 1: Scheduling of all drills multiple weeks in advance of drill. **Strategy's Expected Result/Impact:** Administration can discuss process and teachers can prepare students. **Staff Responsible for Monitoring:** Admin. **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Formative**	

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 2: Our campus will hold a 95% attendance rate or better.

Evaluation Data Sources: Attendance reports ran by school registrar/attendance clerk.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: Weekly reports will be ran to monitor student attendance. **Strategy's Expected Result/Impact:** Reports will help staff identify and track students with attendance concerns and contact parents. **Staff Responsible for Monitoring:** Assistant Principal and Registrar				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2: Incentives and/or positive recognition will be provided for students who have perfect or near perfect attendance. **Strategy's Expected Result/Impact:** Teachers and parents will be more motivate to get students to school and have them on time. **Staff Responsible for Monitoring:** Teachers, registrar & admin				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3: Attendance notification letters will be sent home based on district and state attendance expectations. **Strategy's Expected Result/Impact:** Students will be more present and on time to school. **Staff Responsible for Monitoring:** Assistant Principal and Registrar				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4: Increased home visits for students with continuous absences to ensure student wellness, improve attendance and improve student results. **Strategy's Expected Result/Impact:** Improved student attendance and parent awareness. **Staff Responsible for Monitoring:** Admin, Social Worker & Counselor. **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Title I Personnel

Name	Position	Program	FTE
Angelica Martinez	Math Coach		1
Jana Mueller	Reading Coach		1