

**Spring Independent School District
Bammel Elementary
2023-2024 Improvement Plan**



Mission Statement

Bammel Elementary School will develop exemplary scholars by providing a rigorous academic program, in a collaborative environment that promotes individual achievement, positive relationships, and responsible citizenship.

Vision

Bammel Elementary School will cultivate high achieving, socially conscientious leaders who are catalysts for sustained community growth and development.

Core Beliefs

We base our decisions on what is best for our students.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bammel is an unincorporated community in north-central Harris County, Texas between the intersection of Farm-to-Market Road 1960 (FM 1960) and Kuykendahl Road. It was named for Charles Bammel, a German Houstonian who built the Bammel and Kuehnle Merchandise store with his partner in 1915. Mr. Bammel moved to the community for health reasons and during the years of 1920-1950, the town had only one post office and general store with a population of 200. During the 1980s Bammel's residents were mainly commuters who worked in and around Houston. At that time the community included two shopping centers, several schools, a hospital, and nearby cemeteries. The Spring Independent School District operates the schools in this community. Bammel Elementary School was built in 1966. During the late '60s and up until the early 2000s, Bammel's demographics were consistent with being a predominately white, upper-middle-class community where the subdivision of Westador was the home of doctors that worked nearby.

Bammel Elementary School is a PK-5th grade Title I campus in Spring ISD located in Houston, TX. The student enrollment count is comprised of a small section of homes in the Westador Subdivision and 14 Apartment Complexes surrounding the inner district. Although this improvement plan focuses on the 2023-2024 school year, the demographic information comes from information available in the Spring semester of 2023. Student enrollment at Bammel Elementary continues to fluctuate, a pattern we have seen for the last seven years. Enrollment as of May 2023 data shows that 755 students were enrolled and that the African American and Hispanic student groups are growing the fastest. As stated in the most current TAPR report dated 2021-2022: the campus has two prominent student groups: 60% are African American and 32% are Hispanic. American Indian and White students make up 4%, Asian students make up .4% of the population, and 4% identifying themselves as Two-or-More Races.

Additionally, the 2020-2021 TAPR report indicates that Bammel ES has a 40% student mobility rate for Bammel Elementary is above the state average of 14%. Attendance rates have steadily decreased over the last six years. At 92%, the attendance rate is one of the lowest in the school district. Bammel Elementary student groups include 19% English Language Learners (ELs), 2% Gifted and Talented, and 9.5% Special Education. Additionally, 95% are economically disadvantaged and 54% are identified as at-risk. There are a total of 46 content teachers in grades PK-5. Of these teachers 39% have less than 5 years experience, 13% have between 6-10 years experience and 46% have more than 10 years' experience.

There is a need for the campus to be more aggressive in seeking out community partners that are near the school. The campus is surrounded by various hospitals, day cares, Lone Star College, and the Abiding Word Lutheran Church. These community resources can impact both the academic and social emotional growth on the campus.

Demographics Strengths

At Bammel Elementary School we possess the strength of having a high teacher retention rate in grades PK-5. This attributes to the successful on-boarding, mentoring programs and coaching teachers are provided through-out the school year.

Another strength at Bammel Elementary School, is that we pride ourselves in ensuring we have male representation in all levels. Due to the fact that 52.3% of our student body population are boys, we have male representation in leadership, teachers, custodian, and in the area of bus transportation. In addition, we have hired additional bilingual staff to better support our bilingual community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

Student Learning

Student Learning Summary

Starting with our littlest scholars, our PK students worked hard all year to mastery content skills in various domains. Our student's academic outcomes resulted in the following on being "on track" in the Circle Assessment: Phonological Awareness 93%(English)/100%(Spanish) - Math 98%(English)/100%(Spanish)

As we move into primary Reading in grade K-2, 63% of students performed "at or above benchmark" as measured on the mClass assessment. In the area of primary Math, our MAP assessment results for students achieving 70% are as follows: K-2nd grade Math {36%}

In analyzing our end-of-the-year 3rd-5th grade scores in the area of Reading and Math in the MAP assessment, the goal was to reach 70% by May 2023. The results are as follows in the grade levels achieving that goal: 3rd - 5th Reading (45%) and 3rd - 5th grade Math (40%)

Our 3rd-5th grade students also took the STAAR online assessment in the month of May. The following comparison results are based on all grades and subjects in 3rd-5th from 2022 to 2023. Growth in Reading and Math and ranking category was achieved. In addition, growth in Science for students who achieved Meets and Masters.

Reading 2022: 55% Approaches / 29% Meets / 15% Masters - Reading 2023: 57% Approaches / 25% Meets / 6% Masters

Math 2022: 46% Approaches / 21% Meets / 11% Masters - Math 2023: 46% Approaches / 18% Meets / 4% Masters

Science 2022: 37% Approaches / 14% Meets / 3% Masters - Science 2023: 26% Approaches / 8% Meets / 3% Masters

Our Accountability Rating for the 2022 school year is as follows:

Domain I: 55 Domain II: 88 Domain III: 74

Accountability Overall Rating: B = 84

Science is a concern on the campus. A school wide effort will need to be created and monitored for students to be involved in having hands on experiences regularly along with targeted vocabulary instruction daily.

Our English Language Learners took the TELPAS assessment(s) and the students achieving Advance High results are as follows:

Composite: 1st {3%} 2nd {4%} 3rd {19%} 4th {0%} 5th {20%}

Speaking Proficiency: 1st {3%} 2nd {4%} 3rd {12%} 4th {14%} 5th {7%}

Listening Proficiency: 1st {7%} 2nd {36%} 3rd {65%} 4th {0%} 5th {20%}

Writing Proficiency: 1st {7%} 2nd {4%} 3rd {4%} 4th {0%} 5th {13%}

Reading Proficiency: 1st {0%} 2nd {4%} 3rd {19%} 4th {0%} 5th {20%}

Attendance Rate: 93% - We continue to struggle with students not coming to school for various reasons. Efforts will need to be made to ensure all stakeholders are accountable in raising the attendance rate to 98%. All staff members need not to allow a student to reach more than (3) absences without an intervention.

Student Learning Strengths

Our strengths continue to surface in our early primary grades. Our Pre-Kindergarten students continue to excel in the areas of literacy and math. Our 1st grade and primary bilingual students blossom in the area of reading. The strengths these grade-levels provides promise that our students in their most critical academic career are receiving a solid foundation.

In our 3rd-5th grades, growth was shown in Mathematics on the 2023 STAAR assessment. Students showed growth in Approaches, Meets, and Masters in Mathematics for 3rd graders that was tested. There was a 5 percentage point increase in the Approaches category, 2 percentage point increase in the Meets category, 1 percentage point increase in the Masters category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3-5 Grade STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. **Root Cause:** Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

School Processes & Programs

School Processes & Programs Summary

Staff assignments are reviewed each spring. We seek input from our staff using questioners that allow them to express their thoughts on systems and procedures from the current school year and what aspirations they have for the next. Using teacher and student data, teachers are coached and placed appropriately in each grade level.

The leadership team is comprised of the principal, assistant principal, student support specialist, instructional specialist, academic coaches, and counselors. The team was afforded the opportunity to lead a grade level as they conducted observations, on-the-spot coaching, and pulled students for intervention.

For the 2022-2023 school year, we had 85% staff retention. However, 16 new staff members were onboarded for the 2023-2024 school year. In addition, core content teachers are attending summer professional learning opportunities in the areas of Literacy and Math. Moving forward, in the 2023-24 school year, emphasis will be placed on ensuring that the teachers apply their professional learning in the classroom consistently. There is also a need to strengthen Tier 1 instruction across the grade levels, which begins with improving teacher attendance, effective instructional practices, the implementation of Gradual Release with fidelity, the continued implementation of the Amplify and Eureka curriculum, and an intentional coaching model that will provide timely feedback. To improve the effectiveness of instruction, systems, and routines, the implementation of the Spring Way will continue to be non-negotiable and monitored daily. The SpringWay includes but is not limited to 1) Configuration Boards 2) Teach Like a Champion strategies 3) PLCs and 4) Quaver-SEL.

Curriculum, Instruction, and Assessment play major roles during grade-level meetings. Due to the fact that teachers need to use more of their planning time for instructional purposes, professional learning communities {PLCs} will focus on four components; 1) Learning 2) Planning 3) Practice and 4) Data-Driven Analysis.

Sessions will be conducted a minimum of two times a week with teachers planning based on these questions, "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?". Bammel will incorporate a greater emphasis on ELA and Math in all grade levels. Both administration and campus-based coaches will attend PLCs having previously reviewed the curriculum and shared the agenda with teachers. Technology is heavily used for academic achievement. The Instructional Technology Lead will continue to enhance technology and ensure teachers are equipped with the most recent research-based practices. Administrators and Instructional Coaches will aid teacher development throughout the year providing on-the-spot coaching and timely feedback.

The 21st Century after-school program provided 100 students the opportunity to participate in in-person enrichment classes, culinary classes, hip-hop dance courses, karate, basketball, and STEM. This after-school program included a parent committee that embodied parents to participate in academic and/or social events throughout the school year.

School Processes & Programs Strengths

Strengths in the school process can be seen in our students enrolled in the 21st Century After-School program. These students participated in a variety of academic and non-academic programs where they transferred their experiences to the classroom. Another strength is that of the teachers attending PLC sessions on time and regularly, evidence could be seen of teachers transferring what they discussed and learned during PLC in their day-to-day academic routine.

In addition, specialists and coaches played a key role in re-designing the Response to Intervention block to transition to the Blended Learning Model. Teachers effectively created groups based on data and purposefully developed academic rotation stations which included a teacher station for small groups, a digital learning station, and an independent skills practice station.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day.

Root Cause: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Perceptions

Perceptions Summary

During the months of January 2023- February 2023 a school quality survey was given to the parents and staff of Bammel Elementary school. The summary report is below:

The ranking indicators from parents and staff are as follows based on these school climate topics:

Highest Ranks by Parents {Strongly Agree or Agree}: Family Involvement with 72%

Lowest Ranks by Parents {Strongly Disagree or Disagree}: Academic and Student Support with 68%

Highest Ranks by Campus-Based Staff {Strongly Agree or Agree}: Academic Support with 95% and School Leadership with 97%

Lowest Ranks by Campus-Based {Strongly Disagree or Disagree}: Student Support 92%

Perceptions Strengths

The strengths from the School Quality Survey are as follows: 1) parents do believe that their children are safe at school and they are welcome 2) students believe that they are being taught by high quality educators and receive high quality instruction 3) All staff members believe that academics are supported on the campus and effective school leadership drives the school towards excellence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Thirty-two percent of the parents surveyed perceive that the academic and student support is poor. **Root Cause:** The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.

Priority Problem Statements

Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students.

Root Cause 1: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 3-5 Grade STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets.

Root Cause 2: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day.

Root Cause 3: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Thirty-two percent of the parents surveyed perceive that the academic and student support is poor.

Root Cause 4: The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.

Problem Statement 4 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.





By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 % 2024 %

Approaches	57%	to	60%
Meets	25%	to	28%
Masters	6%	to	9%

Evaluation Data Sources: MAP testing {BOY/MOY/EOY}
Campus Benchmark testing
District Assessments
Amplify Assessments
STAAR 2024

Strategy 1 Details		Reviews			
Strategy 1: Grades 3-5 Reading Teachers will be trained to internalize and execute all components of the Amplify ELAR/SLAR curriculum so students can enhance their reading abilities and increase student outcomes. Strategy's Expected Result/Impact: Students will gain the following percentages in the Approaches Meets Level after assessment taken on or around the following months: December 1% March 2% May 3% Staff Responsible for Monitoring: Administration Team Academic Specialist Literacy Coach Instructional Specialist Student Support Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement the Blended Learning Model during their literacy block using station rotations that include: teacher small group instruction, digital resource {Amplify Reading and Progress Learning}, and independent skills practice Strategy's Expected Result/Impact: Students will gain the following percentages in the Meets Level after assessment taken on or around the following months: December 1% March 2% May 3% Staff Responsible for Monitoring: Administration Literacy Coach Instructional Specialist Student Success Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Grade 3-5 Reading Teachers will use mClass intervention to provide Tier 2 and Tier 3 students with targeted supports around early learning phonological skills in an effort to increase student outcomes in Reading. Strategy's Expected Result/Impact: Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months: MOY EOY Staff Responsible for Monitoring: Primary and Intermediate Interventionists Literacy Coach Academic Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. Root Cause: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.
Student Learning
Problem Statement 1: 3-5 Grade STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. Root Cause: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.
School Processes & Programs
Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. Root Cause: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.





By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 % 2024 %

Approaches	46%	to	49%
Meets	18%	to	21%
Masters	4%	to	7%

Evaluation Data Sources: MAP testing {BOY/MOY/EOY}
Campus Benchmark testing
District Assessments
Eureka Assessments
STAAR 2024

Strategy 1 Details		Reviews			
Strategy 1: Grades 3-5 Math Teachers will be trained on the internalization of all concepts in the Eureka Math curriculum so students can enhance their problem-solving skills and increase student outcomes. Strategy's Expected Result/Impact: Students will gain the following percentages in the Approaches and Meets Level after assessment taken on or around the following months: December 1% March 2% May 3% Staff Responsible for Monitoring: Administration Team Academic Specialist Math Coach Instructional Specialist Student Support Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement the Blended Learning Model during their math block using station rotations that include: teacher small group instruction, digital resource {ST Math and Progress Learning}, and independent skills practice Strategy's Expected Result/Impact: Students will gain the following percentages in the Meets Level after assessment taken on or around the following months: December 1% March 2% May 3% Staff Responsible for Monitoring: Administration Team Academic Specialist Math Coach Instructional Specialist Student Support Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Grade 3-5 Math Teachers will use Eureka intervention to provide Tier 2 and Tier 3 students targeted supports around problem-solving skills in an effort to increase student outcomes in Mathematics. Strategy's Expected Result/Impact: Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months: MOY EOY Staff Responsible for Monitoring: Primary and Intermediate Interventionists Math Coach Academic Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. Root Cause: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.
Student Learning
Problem Statement 1: 3-5 Grade STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. Root Cause: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.
School Processes & Programs
Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. Root Cause: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.





By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 % 2024 %

Approaches	26%	to	29%
Meets	8%	to	11%
Masters	3%	to	6%

Evaluation Data Sources: Campus Benchmark testing
District Assessments
STAAR 2024

Strategy 1 Details	Reviews			
Strategy 1: 5th Grade Science Teacher will be trained on the internalization of specific concepts in the Amplify Science curriculum so students can enhance their knowledge of science, apply skills to their everyday lives, and increase student outcomes. Strategy's Expected Result/Impact: Students will gain the following percentages in the Meets Level after assessment taken on or around the following months: December 1% March 2% May 3% Staff Responsible for Monitoring: Administration Team Academic Specialist Instructional Specialist Student Support Specialist Science Lead TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement the Blended Learning Model during their science block using station rotations that include: teacher small group instruction, digital resource {Progress Learning}, and independent skills practice. Strategy's Expected Result/Impact: Students will gain the following percentages in the Meets Level after assessment taken on or around the following months: December 1% March 2% May 3% Staff Responsible for Monitoring: Administration Team Academic Specialist Instructional Specialist Student Support Specialist Science Lead TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. Root Cause: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.
School Processes & Programs
Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. Root Cause: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	96%
Letter-Sound Correspondence	97%
Early Writing	93%

HB3 Goal

Evaluation Data Sources: Teacher Created Weekly Assessments
Circle Testing {BOY/MOY/EOY}

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Pre-K teachers will implement with fidelity The Creative Curriculum for Texas by Amplify to enhance their student's literacy skills such as phonological awareness and increase student outcomes.</p> <p>Strategy's Expected Result/Impact: Students will gain the following percentages in the "On Target" Level after assessment taken on or around the following months: MOY 75% EOY 95%</p> <p>Staff Responsible for Monitoring: Administration Team Academic Specialist Instructional Specialist Student Support Specialist AVANCE support staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>				

Strategy 2 Details	Reviews			
Strategy 2: Pre-K Teachers will conduct monthly progress check on phonological skills such as letter recognition and letter sounds, syllabication, onset-rime, and alliteration. Strategy's Expected Result/Impact: Students will gain the following percentages in the "On Target" Level after assessment taken on or around the following months: MOY 75% EOY 95% Staff Responsible for Monitoring: Administration Team Academic Specialist Instructional Specialist Student Support Specialist AVANCE support staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Pre-K teachers will implement the use of journals in their literacy block to enhance their Early Writing skills. Strategy's Expected Result/Impact: Students will gain the following percentages in the "On Target" Level in the area of Early Writing after assessment taken on or around the following months: MOY 75% EOY 95% Staff Responsible for Monitoring: Administration Team Academic Specialist Instructional Specialist Student Support Specialist AVANCE support staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

School Processes & Programs

Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

2023 Percentage

Overall Math 99%

HB3 Goal

Evaluation Data Sources: Teacher Created Weekly Assessments
Circle Testing {BOY/MOY/EOY}

Strategy 1 Details		Reviews			
Strategy 1: Pre-K teachers will implement with fidelity The Creative Curriculum for Texas by Amplify to enhance their student's math skills and increase student outcomes. Strategy's Expected Result/Impact: Students will gain the following percentages in the "On Target" Level after assessment taken on or around the following months: MOY 75% EOY 95% Staff Responsible for Monitoring: Administration Team Academic Specialist Instructional Specialist Student Support Specialist AVANCE support staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Pre-K Teachers will conduct monthly progress check on math skills such as number recognition, one to one correspondence, shapes, and rote counting. Strategy's Expected Result/Impact: Students will gain the following percentages in the "On Target" Level after assessment taken on or around the following months: MOY 75% EOY 95% Staff Responsible for Monitoring: Administration Team Academic Specialist Instructional Specialist Student Support Specialist AVANCE support staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. Root Cause: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.
School Processes & Programs
Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. Root Cause: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 52%

HB3 Goal





Evaluation Data Sources: Amplify Assessments

Teacher Created Assessments

District Assessments

mClass Testing {BOY/MOY/EOY

Strategy 1 Details		Reviews			
Strategy 1: K-2nd Grade Teachers and Interventionist will use mClass intervention to provide Tier 2 and Tier 3 students with targeted supports around early learning phonological skills in an effort to increase student outcomes in Reading. Strategy's Expected Result/Impact: Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months: MOY 30% EOY 60% Staff Responsible for Monitoring: Primary Interventionist Literacy Coach Academic Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: K-2 Teachers will be trained to internalize and execute all components of the Amplify ELAR/SLAR curriculum so students can enhance their reading abilities and increase student outcomes in Reading. Strategy's Expected Result/Impact: Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months: MOY 30% EOY 60% Staff Responsible for Monitoring: Primary Interventionist Literacy Coach Academic Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: K-2nd Grade Teachers will implement the Blended Learning Model during their literacy block using station rotations that include: teacher small group instruction, digital resource {Amplify Reading and Progress Learning}, and independent skills practice. Strategy's Expected Result/Impact: Students will gain the following "On-Grade Level" percentages after assessment taken on or around the following months: MOY 30% EOY 60% Staff Responsible for Monitoring: Primary Interventionist Literacy Coach Academic Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

School Processes & Programs

Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".





2023 % NWEA MAP Reading Met Growth Goal: 53%

Evaluation Data Sources: Amplify Assessments
Teacher Created Assessments
District Assessments
MAP Testing {BOY/MOY/EOY}

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Grades 3-5 Reading Teachers will be trained to internalize and execute all components of the Amplify ELAR/SLAR curriculum so students can enhance their reading abilities and increase student outcomes.</p> <p>Strategy's Expected Result/Impact: Students will gain the following percentages in the Approaches Meets Level after assessment taken on or around the following months: December 1% March 2% May 3%</p> <p>Staff Responsible for Monitoring: Administration Team Academic Specialist Literacy Coach Instructional Specialist Student Support Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement the Blended Learning Model during their literacy block using station rotations that include: teacher small group instruction, digital resource {Amplify Reading and Progress Learning}, and independent skills practice. Strategy's Expected Result/Impact: Students will gain the following percentages in the Approaches Meets Level after assessment taken on or around the following months: December 1% March 2% May 3% Staff Responsible for Monitoring: Administration Team Academic Specialist Literacy Coach Instructional Specialist Student Support Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Grade 3-5 Reading Teachers will use mClass intervention to provide Tier 2 and Tier 3 students with targeted supports around early learning phonological skills in an effort to increase student outcomes in Reading. Strategy's Expected Result/Impact: Students will gain the following percentages in the Approaches Meets Level		Formative			Summative
		Oct	Jan	Mar	June

<p>after assessment taken on or around the following months: December 1% March 2% May 3%</p> <p>Staff Responsible for Monitoring: Administration Team Academic Specialist Literacy Coach Instructional Specialist Student Support Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>				

 No Progress  Accomplished  Continue/Modify  Discontinue
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Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. Root Cause: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.
Student Learning
Problem Statement 1: 3-5 Grade STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. Root Cause: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.
School Processes & Programs
Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. Root Cause: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 44%

HB3 Goal

Evaluation Data Sources: Eureka Assessments
Teacher Created Assessments
District Assessments
MAP Testing {BOY/MOY/EOY}

Strategy 1 Details		Reviews			
Strategy 1: 3rd-5th Grade Math Teachers will be trained on the internalization of all concepts in the Eureka Math curriculum so students can enhance their problem-solving skills in an effort to increase student outcomes. Strategy's Expected Result/Impact: Students will gain the following percentages in the Approaches and Meets Level after assessment taken on or around the following months: December 1% March 2% May 3% Staff Responsible for Monitoring: Administration Team Academic Specialist Math Coach Instructional Specialist Student Support Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement the Blended Learning Model during their math block using station rotations that include: teacher small group instruction, digital resource {ST Math and Progress Learning}, and independent skills practice. Strategy's Expected Result/Impact: Students will gain the following percentages in the Approaches and Meets Level after assessment taken on or around the following months: December 1% March 2% May 3% Staff Responsible for Monitoring: Administration Team Academic Specialist Math Coach Instructional Specialist Student Support Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Grade 3-5 Math Teachers will use Eureka Coherence Links to provide Tier 2 and Tier 3 students targeted supports around problem-solving skills in an effort to increase student outcomes in Mathematics. Strategy's Expected Result/Impact: Students will gain the following percentages in the Approaches and Meets Level		Formative			Summative
		Oct	Jan	Mar	June

<p>after assessment taken on or around the following months: December 1% March 2% May 3%</p> <p>Staff Responsible for Monitoring: Administration Team Academic Specialist Math Coach Instructional Specialist Student Support Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. Root Cause: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.
Student Learning
Problem Statement 1: 3-5 Grade STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. Root Cause: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.
School Processes & Programs
Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. Root Cause: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.





Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 92.0%

Evaluation Data Sources: Daily Attendance
Weekly Attendance Reports
Monthly Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: To provide adequate and quality training in properly taking attendance and strategies to implement when students are absent more than 3 days in a 3 week period. Strategy's Expected Result/Impact: Average daily attendance will increase to 94% in October 2023, 96% by February 2024, and 98% by May 2024 Staff Responsible for Monitoring: Administration Attendance Clerk Teachers of Record TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Create a committee that will meet monthly to ensure students/parents are aware of the importance of being at school daily and provide incentives for reaching their goals. Strategy's Expected Result/Impact: Average daily attendance will increase to 94% in October 2023, 96% by February 2024, and 98% by May 2024 Staff Responsible for Monitoring: Administration Attendance Clerk Attendance Committee SIMS Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing communication with all stakeholders (staff, students, parent, community) of attendance goals and progress via various platforms such as bulletin boards, newsletters, Blackboard, and Class Dojo. Strategy's Expected Result/Impact: Average daily attendance will increase to 94% in October 2023, 96% by February 2024, and 98% by May 2024 Staff Responsible for Monitoring: Administration Attendance Clerk Attendance Committee SIMS Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. Root Cause: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

Perceptions

Problem Statement 1: Thirty-two percent of the parents surveyed perceive that the academic and student support is poor. **Root Cause:** The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

HB3 Goal

Evaluation Data Sources: Campus Created Assessments

District Created Assessments

MAP Data

mClass Data

PK Circle Data





STAAR Results

Attendance

Grades

Discipline

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Hire and retain additional staff to coach teachers to meet their academic goals and assist students who are struggling in the area of reading. {Literacy Coach/Librarian/Academic Specialist/Instructional Specialist/Student Support Specialist/Interventionists/ESL paraprofessional/Instructional paraprofessional/21st Century Site Coordinator}</p> <p>Strategy's Expected Result/Impact: All certified teachers will move from Developing in T-TESS to Proficient or maintain in Proficient or above status by EOY.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: Reading interventionists and classroom teachers will use mClass intervention to provide students with targeted supports around early learning phonological skills in an effort to increase student outcomes in Reading. Strategy's Expected Result/Impact: Targeted students will increase performance achievement by the end of the year: K-2: MOY 30% EOY 60% (on or above grade level) 3-5: December 1% March 2% May 3% (approaches/meets/masters) Staff Responsible for Monitoring: Administration Team Academic Specialist Literacy Coach Instructional Specialist Student Support Specialist Reading Interventionist Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: The 21st Century After-School Program will provide targeted academic support and enrichment in reading. Strategy's Expected Result/Impact: Targeted students enrolled in the program will increase performance achievement by the end of the year: K-2: MOY 30% EOY 60% (on or above grade level) 3-5: December 1% March 2% May 3% (approaches/meets/masters) Staff Responsible for Monitoring: 21st Century Coordinator 21st Century Staff Campus Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

Student Learning

Problem Statement 1: 3-5 Grade STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. **Root Cause:** Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

School Processes & Programs

Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

HB3 Goal

Evaluation Data Sources: Campus Created Assessments

District Created Assessments

MAP Data

mClass Data

PK Circle Data





STAAR Results

Attendance

Grades

Discipline

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Hire and retain additional staff to coach teachers to meet their academic goals and assist students who are struggling in the area of Math. {Math Coach/Academic Specialist/Instructional Specialist/Student Support Specialist/Interventionists/ESL paraprofessional/Instructional paraprofessional/21st Century Site Coordinator}</p> <p>Strategy's Expected Result/Impact: All certified teachers will move from Developing in T-TESS to Proficient or maintain in Proficient or above status by EOY</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>				

Strategy 2 Details	Reviews			
Strategy 2: Math interventionists and classroom teachers will use the Eureka resources during interventions to students with targeted supports around problem-solving skills in an effort to increase student outcomes in Mathematics. Strategy's Expected Result/Impact: Targeted students will increase performance achievement by the end of the year: K-2: MOY 30% EOY 60% (on or above grade level) 3-5: December 1% March 2% May 3% (approaches/meets/masters) Staff Responsible for Monitoring: Administration Team Academic Specialist Math Coach Instructional Specialist Student Support Specialist Math Interventionist Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The 21st Century After-School Program will provide targeted academic support and enrichment in math. Strategy's Expected Result/Impact: Targeted students will increase performance achievement by the end of the year: K-2: MOY 30% EOY 60% (on or above grade level) 3-5: December 1% March 2% May 3% (approaches/meets/masters) Staff Responsible for Monitoring: 21st Century Coordinator 21st Century Staff Campus Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. **Root Cause:** Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.

Student Learning





Problem Statement 1: 3-5 Grade STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. **Root Cause:** Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 40% rate .

Evaluation Data Sources: Parent Surveys
Parent Participation Rates in school activities

Strategy 1 Details	Reviews			
Strategy 1: The campus Family Engagement Liaison will ensure parents are kept abreast of all instructional outcomes that are expected by their children using various modes of communication. Strategy's Expected Result/Impact: The number of communication efforts will increase by 25% in December 2023 and 50% by May 2024. Staff Responsible for Monitoring: Campus Family Engagement Liaison Administration Teachers Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Bammel ES will collaborate with the 21st-century Program to ensure a strong home/school connection. The program will offer a minimum of 2 sessions per semester that will assist parents in developing their children in the area of academics and social emotional learning. Strategy's Expected Result/Impact: Number of parents in each session: Dec 2023 - 25% parent participation May 2024 - 50% parent participation Staff Responsible for Monitoring: 21st Century Coordinator 21st Century Staff Members Family Engagement Liaison TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Bammel ES will offer at least 1 parent engagement activity a month to enhance academic achievement and positive school culture. Strategy's Expected Result/Impact: Number of parents in each session: Dec 2023 - 25% parent participation May 2024 - 50% parent participation Staff Responsible for Monitoring: Campus Family Engagement Liaison Administration Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 3-5 Grade STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. Root Cause: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.

Perceptions

Problem Statement 1: Thirty-two percent of the parents surveyed perceive that the academic and student support is poor. **Root Cause:** The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.

Goal 4: Well-Being - Ensure all students are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Evaluation Data Sources: Quaver SEL - Usage Documentation
Sign In Sheets
Participation Documentation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the Quaver-SEL curriculum with fidelity to promote mental health coping skills. Strategy's Expected Result/Impact: Percentage of students that will be able to self-regulate when discomfort, stress, and/or external conflict arises: MOY: 50% EOY: 80% Staff Responsible for Monitoring: Administration Team Counselors Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement community circles in their classroom to build inclusion, trust, and student voice. Strategy's Expected Result/Impact: Decrease the number of student discipline referrals: Dec 2023: 2%	Formative			Summative
	Oct	Jan	Mar	June

<p>May 2024: 5%</p> <p>Staff Responsible for Monitoring: Administration Team Counselors Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. Root Cause: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.
Perceptions
Problem Statement 1: Thirty-two percent of the parents surveyed perceive that the academic and student support is poor. Root Cause: The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.

Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Evaluation Data Sources: Enrollment data
Attendance data
Success Walk Results {Fall} / {Spring}

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: We will maintain student enrollment as established at the PEIMS October Snapshot date (10/27/23) through engaging students, parents, and the community at their residence. The campus will participate in home visit campaigns both in the Fall semester and Spring semester.</p> <p>Strategy's Expected Result/Impact: 5% in reduction of withdrawals by May 2024.</p> <p>Staff Responsible for Monitoring: Administration Attendance Committee SIMS Clerk Attendance Clerk</p> <p>Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1</p>				

Strategy 2 Details	Reviews			
Strategy 2: Bammel ES will offer at least 1 parent engagement activity a month to enhance academic achievement and positive school culture. Strategy's Expected Result/Impact: Number of parents in each session: Dec 2023 - 25% parent participation May 2024 - 50% parent participation Staff Responsible for Monitoring: Campus Family Engagement Liaison Administration Teachers Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: With mobility of nearly 40%, the campus needs a process that quickly evaluates the needs of mobile students and provide accelerated instruction and intervention to newly enrolled students. Root Cause: Bammel Elementary School is zoned in an area that services 18 apartment complexes where 90% of the enrollment is comprised.
Perceptions
Problem Statement 1: Thirty-two percent of the parents surveyed perceive that the academic and student support is poor. Root Cause: The campus has not communicated positive news to parents in modes that meet their needs or with enough frequency.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

Evaluation Data Sources: PD Sign-In Sheets
T-Tess Documentation
Coaching Feedback Forms
PD Participation Certificates

Strategy 1 Details	Reviews			
Strategy 1: All staff members will attend and participate in Professional Learning as outlined in their individual passport by the end of March 2024. Strategy's Expected Result/Impact: 90% of staff will attend professional learning requirements. Staff Responsible for Monitoring: Administration Leadership Team Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing communication of professional development opportunities offered through Spring ISD to fulfill requirements for the passport. Strategy's Expected Result/Impact: 90% of staff will attend professional learning requirements.	Formative			Summative
	Oct	Jan	Mar	June

<p>Staff Responsible for Monitoring: Administration Leadership Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 3-5 Grade STAAR scores in both Reading and Math increased but did not meet the campus goal of 40% Meets. Root Cause: Teachers need additional on-going training in curriculum internalization in both Reading and Math. This training should include questioning techniques that increase higher-order thinking skills and student engagement.</p>
School Processes & Programs
<p>Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. Root Cause: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.</p>

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Evaluation Data Sources: PD Sign-In Sheets
T-Tess Documentation
Coaching Feedback Forms
PD Participation Certificates

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will maintain current active status on certification of T-TESS Appraisal System. Strategy's Expected Result/Impact: Campus administrators will be T-TESS certified Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will attend and participate in Professional Learning as outlined in their individual passport by the end of March 2024 Strategy's Expected Result/Impact: Both administrators will attend professional learning requirements. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Delicia Bradley	Paraprofessional	Title I	1
Suzy Solano	Instructional Specialist	Title I	1
Wilia Osby	Paraprofessional	Title I	1