



## Bessie Coleman Campus Improvement Plan 2022-23

<b>Campus/Department</b> {Bessie Coleman}	<b>Strategic Guiding Statement</b> Board Goal 2: Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024  Board Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024	<b>Type(s) of Plan:</b> CIP/DIP _____ Additional Targeted (TEA) _____ Supporting _____	<b>Board Approval Date:</b>
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<b>P PLAN: Identify the need, the goal and the approach</b>
<b>Problem Statement?</b>  BCMS student performance on Math STAAR, was 39% at approaches, 9% at meets, and 3% at masters.

**What do you hope to accomplish?**

Scholars at Bessie Coleman will perform at or above 85% at approaches, 45% or above at meets, and 25% or above at masters level on Math STAAR exams.

**Identify your “One Thing” (strategy):**

Teachers will design daily lessons/activities and demonstrations of learning at the appropriate level of rigor and alignment (level of verb) to all TEKS including those scaffolded.

**Why did you choose this goal (strategy)? Include the process you used to establish the root cause.**

Our team met on June 6, 2022 to review the data of the campus and to conduct a Campus Needs Assessment. Academic Achievement was an area of concern with large learning gaps between Coleman and the state. On June 9, 2022 the team met again to conduct a root cause analysis in the area of academic achievement.

**Root Cause Analysis (5 Why)**

Delivery of Tier I instruction was not strong

Teachers did not effectively scaffold prior TEKS where scholars demonstrated gaps with current on-level TEKS.

Teachers did not know how to address scholar gaps and current TEKS during regular allotted Tier I instruction time.

Teachers were not trained how to scaffold previous TEKS with current TEKS during Tier I instruction.

**Baseline Data & Rationale:** What data or evidence supports the need for this goal? Summary of CNA Findings

*Additional Targeted schools must include Closing the Gaps report data.*

<b>All Performance (Preliminary Numbers)</b>												
	Number Tested	Number Absent and Other	Number Did Not Meet	Number Approaches	Number Meets	Number Masters		Percent Approaches or Better	Percent Meets or Above	Percentage Masters		Domain 1 Calculation
Campus Total	1870		936	601	182	150		50%	18%	8%		25.22
Grade 6 Math	186		106	71	8	1		43%	<b>5%/35%</b>	1%		16.13
Grade 7 Math	253		172	64	14	3		32%	<b>7%/27%</b>	1%		13.31
Grade 8 Math	210		135	61	13	0		35%	<b>6%/37%</b>	0%		13.81
Algebra I	40		3	12	10	15		93%	<b>63%/44%</b>	38%		64.17
MATH TOTAL	689		416	208	45	19		39%	9%	3%		17.17
Grade 6 ELAR	186		92	62	19	13		51%	<b>17%/40%</b>	7%		24.91
Grade 7 ELAR	252		89	77	38	48		65%	<b>34%/52%</b>	19%		39.29
Grade 8 ELAR	248		63	90	44	51		75%	<b>38%/54%</b>	21%		44.49
ELAR TOTAL	686		244	229	101	112		64%	31%	16%		37.27
Grade 8 Science	247		116	93	27	11		53%	<b>15%/42%</b>	4%		24.29
Grade 8 Social Studies	248		160	71	9	8		35%	<b>7%/28%</b>	3%		15.19

CAMPUS	1870	936	601	182	150	50%	18%	8%	25.22
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**Approach & Evidence Sources:** How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures
Administrative walks - Look for" teaching the TEK at appropriate time (scope and sequence), lesson/activity aligns to student expectation (verb) and aligns to appropriate level of rigor, DOL aligns to student expectation at appropriate level of rigor, TEKs from prior grade that supports current learning integrated into lessons (Number of Walks)
Lead Performance Measures
Math DCCA
Algebra 1 quick checks
Equity Constraint
No more than a 10% academic growth status between all students and sped students.(target 61%)
LAG Measures
6-8 Math STAAR 2023
Algebra 1 EOC 2023

**Plan:** What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are... Include high yield strategies with the research based percentile gains*

Key Actions	Effective School Framework Lever/ Essential Action
Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.	Daily use of high-quality instructional materials aligned to instructional

	<i>planning calendars and interim and formative assessments (ESF 4.1)</i>
<i>High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</i>	<i>Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments (ESF 4.1)</i>
<i>Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.</i>	<i>Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments (ESF 4.1)</i>

**Professional Development:** What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?

<b>Professional Development</b>	<b>Provided For</b>	<b>Person(s) Responsible</b>	<b>End Date</b> When will PD be completed?
Unpacking TEKs	All Core Teachers	Admin and Curriculum Leadership Team	December 15, 2022
Lesson Cycle	All Core Teachers	Admin and Curriculum Leadership Team	December 15, 2022
District Resources	All Core Teachers	Admin and Curriculum Leadership Team	December 15, 2022
Creating common assessments	All Core Teachers	Admin and Curriculum Leadership Team	December 15, 2022
Effective exit tickets	All Core Teachers	Admin and Curriculum Leadership Team	December 15, 2022
Scaffolding (prior gaps)	All Core Teachers	Admin and Curriculum Leadership Team	December 15, 2022
Data analysis - scaffolding	All Core Teachers	Admin and Curriculum Leadership Team	December 15, 2022

**Complete if Additional Targeted Plan**

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)

Student subgroup Target Area(s) missed: EL Scholars  
 Effective Schools Framework from 13 Essential Actions: (X all that apply)

**Effective Instruction**  
 -Objective-driven daily lesson plans with formative assessments  
 -Effective classroom routines and instructional strategies  
 -Data-driven instruction  
 -RTI for students with learning gaps

<b>D</b> 1 <sup>st</sup> Quarter Action Plan #1 June 6 – October 14					
<b>DO: Create action plan for Quarter #1 based on data analysis</b> Create the action plan for the 1 <sup>st</sup> Quarter below. What steps do you need to take to reach the year-long strategy?					
<b>Step</b> What steps will you and your team take?	<b>Measure /Indicator</b> What data will be collected? <b>OR</b> How will you know the step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Title I Codes</b>
Review Campus Needs Assessment	Sign in Sheets	June 2021	Campus Site Team (Sign-in sheet attached)	N/A	1.1
Develop a written parent and family engagement policy; that's in English and Spanish	Completion of the policy document	September 2021	Campus Site Team (Sign-in sheet attached)	N/A	3.1
Develop School-parent compact	Sign in Sheets, Documents with suggested changes	September 2021	Campus Site Team	N/A	3.2

			(Sign-in sheet attached)		
Title I parent night	Parent Sign-in Sheet	September 28, 2022	Principal and Title I Coordinator	<b>Title 1</b>	3.1
Professional Development for Unpacking TEKS	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N/A	2.1
Professional Development for Lesson Cycle	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N/A	2.1
Professional Development for District Resources	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N/A	2.1
Professional Development for Creating common assessments	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N/A	2.1
Professional Development for Effective exit tickets	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N/A	2.1
Professional Development for Scaffolding (prior gaps)	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N/A	2.1
Professional Development for Data analysis - scaffolding	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N/A	2.1





**Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:**

<b>Lead Fidelity Measures</b>
Administrative Walks
Coaching Feedback Cycle
<b>Lead Performance Measures</b>
Math DCCA
Math MAP Proficiency, Student growth goals

<b>D</b> <small>2<sup>nd</sup> Quarter            Action Plan #2            Oct. 18 -            January 13</small>	<b>DO: Revise or continue with implementation based on analysis of Action Plan #1 progress</b> Color code steps from the 1 <sup>st</sup> quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?				
	1 <sup>st</sup> Quarter Results for Leading Measures:				
<b>Step</b> What steps will you and your team take?	<b>Measure/Indicator</b> What data will be collected? <b>OR</b> How will you know the step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Title I Codes</b>
Professional Development for Unpacking TEKs	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N/A	2.1

Professional Development for Lesson Cycle	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N /A	2.1
Professional Development for District Resources	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N /A	2.1
Professional Development for Creating common assessments	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N /A	2.1
Professional Development for Effective exit tickets	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N /A	2.1
Professional Development for Scaffolding (prior gaps)	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N /A	2.1
Professional Development for Data analysis - scaffolding	Sign in Sheets	December 15, 2022	Admin and Curriculum Leadership Team	N /A	2.1

**Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:**

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Administrative Walks
Coaching Feedback Cycle

<b>Lead Performance Measures</b>
Math DCCA
Math MAP Proficiency, Student growth goals

<b>D</b> 3rd Quarter Action Plan #3 Jan. 17 – Mar. 10	<b>DO: Revise or continue with implementation based on analysis of Action Plan #2 progress</b> Color code steps from the 2 <sup>nd</sup> quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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2<sup>nd</sup> Quarter Results for Leading Measures:

<b>Step</b> What steps will you and your team take?	<b>Measure/Indicator</b> What data will be collected? <b>OR</b> How will you know step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Title I Codes</b>

**Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:**

Lead Fidelity Measures
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Lead Performance Measures

<b>D</b> 4th Quarter Action Plan #4 March 20 - June 30	<b>DO: Revise or continue with implementation based on analysis of Action Plan #3 progress</b> Color code steps from the 3 <sup>rd</sup> quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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3<sup>rd</sup> Quarter Results for Leading Measures:

<b>Step</b> What steps will you and your team take?	<b>Measure/Indicator</b> What data will be collected? <b>OR</b> How will you know the step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Title I Codes</b>

**Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:**

Lead Fidelity Measures
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Lead Performance Measures

<b>S</b> To be completed by June 30	<b>STUDY: Analyze data after implementing approach</b> At the end of the school year, complete the questions below using data and your analysis	
<b>Summarize the key actions taken in accomplishment of the strategy</b> <i>(Refer to list created in Plan phase &amp; reflect on what was projected to be accomplished):</i>		
<b>What data gives evidence of <u>progress</u> made on goal?</b> <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends &amp; comparables along with analysis</i>	<b>What data gives evidence to a <u>lack of progress</u> made on goal?</b> <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends &amp; comparables along with analysis</i>	

<b>A</b> To be completed by June 30	<b>ACT: Set Plan for upcoming year</b>	
At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:		

- Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:
- Year-long target goal not met but the current plan is effective so we will continue it.
- Year-long target goal not met so plan will continue with improvements to the plan.
- Year-long target goal is not met and we will move in a different direction.
- Other (Please explain)

Discuss possible action plan steps that you recommend occur in the next year's PDSA:

### **Plan for Federal Funds 2022-2023**

Title I, Part A:

Campus Allocation: \$1,581,680

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries – scholars who experience difficulties mastering the state academic achievement standards

Campus- level uses:

### **Plan for At-Risk/ Compensatory Education 2021-2022**

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

SCE:

Amount Allocated:

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school and economically disadvantaged scholars

Use of funds: