

Brazosport Independent School District

T.W. Ogg Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of T.W. Ogg Elementary is to inspire continuous learning and ensure academic success for all students.

Vision

T.W. Ogg Elementary...Building the foundation for educational excellence.

Value Statement

At T. W. Ogg Elementary, we foster a school community that:

Teaches all children

Works collaboratively

Inspires independence

Strives for excellence

Teaches acceptance

Encourages responsibility

Respects individualism

Stimulates life long learners

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Comprehensive Needs Assessment

Revised/Approved: April 16, 2018

Demographics

Demographics Summary

T. W. Ogg Elementary is a Pre-kindergarten to fourth grade campus in Brazosport ISD. We currently instruct bilingual students in Pre-K to 4th grades, oversee the B.E.S.T. elementary program and serve one self-contained special education class for our more challenged special education students. Our current enrollment is 503 students, an increase from last year. Student demographics for our campus are as follows: 70% Hispanic, 14% White, 10% African American, 4% that are of two or more races and 2% Asian/Pacific Islander/American Indian. Furthermore, 90% of our students are economically disadvantaged; we have a 20% mobility rate and 33% of our students are Limited English Proficient.

We have a high number of economically disadvantaged students as well as culturally diverse students, and it continues to increase each year. Adequate and up to date training on how to work with ALL of our students from all backgrounds would be helpful to staff in order to meet all students needs emotionally and academically. We also have a higher number of male students on campus. There is a need to have an increase in positive male presence on our campus to help meet the needs of all of our students but primarily our male students who may be lacking male role models. Our attendance percentage has stayed the same for several years with not much fluctuation. We could improve student attendance by increasing our student incentives.

Demographics Strengths

- Teachers have good classroom management.
- Teachers genuinely care for the well being and success of the students.
- Low discipline referral numbers.
- Diversity

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need more male role models in the classroom. **Root Cause:** Males are absent in our students lives.

Problem Statement 2: We need more incentives for student attendance **Root Cause:** Students need to come to school more.

Problem Statement 3: We need training for ALL staff on working with economically disadvantaged and culturally diverse students. **Root Cause:** Student success rates are affected if they do not feel comfortable in their environment.

Student Achievement

Student Achievement Summary

T.W. Ogg Elementary aspires to provide all students with a well rounded, challenging and rigorous academic curriculum. T.W. Ogg achieved a "Met Standard" rating with the implementation of the new STAAR standards. T.W. Ogg was evaluated by the state with an index system. Our STAAR reading score for all students increased from 55% to 65%. The STAAR writing score for all students was 47%. The STAAR Math score for all students increased significantly from 66% to 79%. As a school, T.W. Ogg Elementary does a great job of reaching students through alternative instructional methods. However, T.W. Ogg does have some areas of concern that we could address by creating additional opportunities for our students to receive intervention, write across the curriculum and utilize differentiated instructional strategies within the classroom.

Student Achievement Strengths

- Attendance rate (96.2%)
- In 2017, the campus was at a 76% approaches for 3rd grade math which is close to the state average.
- Masters All Grade Levels All Subjects equals the overall district average of 14% in 2017.
- Evenly diverse staff in terms of experience (6 teachers with 20+ years of experience).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The campus is consistently under performing in multiple academic areas as compared to the state and district. **Root Cause:** Curriculum is not aligned across grade levels and curriculum resources for teachers are either difficult to locate and use or are not available.

Problem Statement 2: Students are not performing at the meets grade level for STAAR. **Root Cause:** There is minimal accountability for student behavior/academics and teacher expectations inside the classroom.

School Culture and Climate

School Culture and Climate Summary

T.W. Ogg Elementary provides a safe and positive learning environment. Students are involved in bully prevention programs, receive bi-monthly guidance lessons and are recognized for good behavior through PBIS, a positive behavior reward system. E-Club is a new addition to PBIS. Parental involvement is on the rise with a core group facilitating PTO activities. Community organizations offer programs to the campus such as High Values Club. Discipline incident totals have improved; however, we will still monitor behaviors closely.

School Culture and Climate Strengths

- People feel welcome at T.W. Ogg
- Teachers work hard for their kids
- We have programs in place to promote positive behavior such as PBIS and CHAMPS
- Majority of students feel safe at school

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students are running and disrespectful during dismissal. **Root Cause:** Staff is not spending enough time on campus wide expectations/procedures throughout the year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

T.W. Ogg Elementary believes that highly qualified enthusiastic teachers make the biggest positive impact on student learning. 100% of our teaching staff is highly qualified. 32% of our teachers have 0-5 years of experience, followed by 26% with 6-10 years experience, 23% with 11 -20 years of experience and 19% of our staff have over 20 years of experience. The average years of experience for our campus is 7-10 years. In order to maintain a qualified and effective staff, T.W. Ogg Elementary utilizes an online applicant database that allows the principal to view and select the best applicants for open positions. Teachers assist administrators with the interview process in order to ensure the most compatible team member is selected. Staff attendance is above average and turnover rate has decreased. Typically, staff are only leaving for personal reasons or promotions. For the 2017-2018 school staff attendance was 95.5%. To ensure that high needs students receive effective and intensive instruction, T.W. Ogg Elementary has a certified special education teacher and intervention specialists for math and reading. Professional development for the staff is determined based on campus and individual needs. Implementation is monitored by the administration through BTAS walkthroughs and observations. The impact of professional development increases teacher performance which positively impacts student achievement.

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified staff.
- Strong support from administration.
- Student support systems are in place for both academic and behavioral issues.
- Positive work environment and feeling of family.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We need more strong bilingual and SPED teachers. **Root Cause:** Increased demand and higher population of bilingual and sped students.

Problem Statement 2: There is not enough PD for non ELA/Math teachers, like Science, Social Studies and Special Ed. **Root Cause:** High focus on test results.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All T.W. Ogg teachers in grades K-4 use the district scope and sequence to align curriculum, instruction and assessment with the state TEKS. Each grade uses assessments to influence lesson plans and to assist in determining if tutorials or small groups are needed. The interventions on our campus are provided during a 60 minute RTI block scheduled within the school day. All grade levels utilize the iStation screener for ELA at least 3 times a year. Istation and TEMI are utilized for Math. Benchmarks and CBA's aid teachers in evaluating each student's progress and in determining whether interventions are needed. The SEARCH program taught by the GT teacher and classroom teachers is available for those students who are high achievers. Ongoing professional development that will directly impact instruction, such as training on supporting and readiness standards, PLCs, Guided Reading and other district initiatives, occurs regularly. There is a strong desire for more hands-on, real life application activities that involve multiple disciplines for student learning of grade level concepts. We believe that effective communication and collaboration, through vertical and horizontal PLCs, enables us to effectively instruct all students and achieve academic success.

Curriculum, Instruction, and Assessment Strengths

- Increased performance in Math
- Developing PLCs
- Aligned curriculum
- Intervention activities and strategies

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Making inferences is low in 3rd and 4th Grade Reading. **Root Cause:** Students are not reading on grade level.

Problem Statement 2: Basic parts of speech are low for 4th grade writing. **Root Cause:** Students analyzing content is low.

Parent and Community Engagement

Parent and Community Engagement Summary

T.W. Ogg Elementary strives to inform and involve parents and community as partners in the education process. Family academic nights, parent training (Tea with Counselor) and special/academic parent nights are some examples offered to our community. Moreover, our partnerships with Hope Fellowship Church and The Brazosport Christian Alliance are effective and ongoing. These organizations provide tutoring, readers for young children and a popular club called "The High Values Club". Park Place and Xtreme graphics provide affordable shirts for our many school activities.

Parent and Community Engagement Strengths

- ALL stakeholders included for school functions.
- Effective communication regarding events.
- Variety of events for parents to participate in throughout the year.
- School is well maintained by the custodial staff.
- Parents feel welcome at our school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a language barrier between school and home. **Root Cause:** We need to utilize current bilingual staff to accommodate language needs.

Problem Statement 2: Parents/guardians work shift work and long hours. **Root Cause:** There is a cultural difference between staff and the community?

School Context and Organization

School Context and Organization Summary

As a campus we have a good understanding and implementation of our school PBIS program, RTI and Communication between grade levels and Administration. We are needing to restructure and strengthen our vertical alignment between grade levels and content areas. Staff needs to be trained on crisis management and plans prior to the school year starting and need to have a full understanding of what is expected of them and how to properly implement it.

School Context and Organization Strengths

- Weekly PLC's for collaboration and teacher voice
- Team Leader Meetings
- Students and Faculty feel safe
- PBIS
- RTI

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Vertical and content area collaboration needs to be improved. **Root Cause:** Lack of common available time for collaboration to plan with other grade levels and/or content areas.

Problem Statement 2: Crisis Management and Prevention needs to be revamped, updated, and practiced prior to beginning of next school year. **Root Cause:** Increase in challenging behaviors and increasing outside threats across United States.

Technology

Technology Summary

T.W. Ogg strives to utilize technology and resources to advance teaching, learning, and to connect to real-world experiences on a daily basis. All staff utilize technology with email, Eduphoria for lesson planning, TEAMS for grading and attendance, and campus hardware such as the Mimio Teach Bar, Document Camera, and Mimio pad for teaching and learning in their classrooms. Our campus utilizes the Technology Cadre and the Digital Media Coach/Specialist to address our needs. This group is charged with the task of advising, planning and developing a technology plan to support technology integration on our campus, and troubleshooting technology issues that arise. Our campus has recently become a 1:1 campus where each student has access to a chrome book throughout each instructional day. The Chrome books, as well as, iPads are used on our campus to supplement student learning and to engage students in problem-solving activities.

Technology Strengths

- 1:1, technology is readily available to every student in each classroom
- Teachers have the desire to learn and use technology in the classroom
- Teachers are knowledgeable on current district-provided technologies (iStation/ST Math)
- Support (Technician, media Specialist/Digital Coach, Technology Cadre)

Problem Statements Identifying Technology Needs

Problem Statement 1: Students are not using technology to create. **Root Cause:** Teachers and the digital learning coach are not spending enough time collaborating on the integration of technology.

Problem Statement 2: Students view required digital resources as games and don't take it seriously. **Root Cause:** Students are playing for rewards rather than for knowledge.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Goals





Revised/Approved: September 11, 2018

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 1: By June of 2019, T.W. Ogg Elementary will meet or exceed the state performance standard for STAAR Reading, Writing and Math (Outcome Goal 2).

Evaluation Data Source(s) 1: T.W. Ogg Elementary will meet or exceed all system safeguards in reading/ELA and improve the performance score in all accountability domains.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Continue administering Universal Screeners in Reading and Math at BOY, MOY and EOY to identify students in need of intervention/enrichment in English and Spanish.</p>		Interventionists Classroom Teachers	Increased student performance in Reading and Math on CBAs, Common Assessments, Mock STAAR tests, STAAR and reports cards				
Problem Statements: Student Achievement 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Continue providing targeted intervention to K-4th grade students during a 60 minute RTI block and through RTI pull out, as well as, specials rotation (iStation - reading and Math/LLI/TEMI).</p>	2.4, 2.5, 2.6	Administrators Interventionists Classroom Teachers	Increased student performance in Reading and Math on CBAs, Common Assessments, Mock STAAR tests, STAAR and reports cards				
Problem Statements: Student Achievement 1							
Funding Sources: 211 - Title I, Part A - 180000.00, Local 24 - State Comp Personnel - 65000.00							

Critical Success Factors CSF 1 CSF 2 3) Provide opportunities for students to demonstrate understanding of the curriculum content taught via various forms of common assessment.		Classroom Teachers Grade Level Chairs Administrators	Increased student performance in Reading and Math on CBAs, Common Assessments, Mock STAAR tests, STAAR and reports cards				
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 4) Conduct RTI data review meetings each grading period with all grade levels.		Administrators Interventionists Classroom Teachers	Increased student performance in Reading and Math on CBAs, Common Assessments, Mock STAAR tests, STAAR and reports cards				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 5) Provide targeted writing instruction to K-4th grade students during a 30 minute writing block including morning message, mentor sentences and Writer's Portfolio.	2.4, 2.5, 2.6	Classroom Teachers Interventionists Administrators	Increased student performance in writing.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2 Funding Sources: 211 - Title I, Part A - 2539.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 6) Provide professional development opportunities in the areas of writing, guided reading/math, Professional Learning Communities.	2.4, 2.5, 2.6	Administrators	Increased collaboration between teachers and grade levels. Increased performance in writing.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 211 - Title I, Part A - 16100.00, 199 - General Fund - 4000.00, 255 - Title II, Part A - 4732.00							
Critical Success Factors CSF 1 CSF 2 7) Purchase classroom supplies, up to date instructional materials, and online resources to supplement current instructional practices in all content areas PK-4th.	2.4, 2.5, 2.6	Administrators	Increased student engagement and performance campus-wide.				
Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 3329.00, 199 - General Fund - 17594.00, Local 24 - State Comp - 725.00							
Critical Success Factors CSF 1 CSF 2 8) Continue to implement and strengthen Guided Reading instruction using leveled readers and DRA, with an emphasis on phonics K-2.		Administrators Classroom Teachers	Increased student performance in reading. Increased percentage of students reading at or above grade level.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: The campus is consistently under performing in multiple academic areas as compared to the state and district. **Root Cause 1:** Curriculum is not aligned across grade levels and curriculum resources for teachers are either difficult to locate and use or are not available.

Curriculum, Instruction, and Assessment

Problem Statement 1: Making inferences is low in 3rd and 4th Grade Reading. **Root Cause 1:** Students are not reading on grade level.

Problem Statement 2: Basic parts of speech are low for 4th grade writing. **Root Cause 2:** Students analyzing content is low.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: By June 2019, 91% of K-2 students will be grade level ready as determined by the reading and math universal screeners (Outcome Goal 1).

Evaluation Data Source(s) 2: 90% of students will show a year's growth on the istation screeners.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Administer universal screeners to all K-2nd grade students, in reading and math, to identify students in need of intervention.		Interventionists Classroom Teacher	Increased number of students in grades K-2nd reading at or above grade level.				
Critical Success Factors CSF 1 CSF 2 2) Provide targeted intervention to K-2nd grade students through small group pull out, in class support and/or tutorials.		Interventionists Administrators Classroom Teachers	Increased number of students in grades K-2nd reading at or above grade level.				
Critical Success Factors CSF 1 CSF 2 3) Provide supplemental resources to enhance instruction during RTI/tutorials.		Administrators Interventionists Classroom Teachers	Increased number of students in grades K-2nd reading at or above grade level.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 199 - General Fund - 4060.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The campus is consistently under performing in multiple academic areas as compared to the state and district. Root Cause 1: Curriculum is not aligned across grade levels and curriculum resources for teachers are either difficult to locate and use or are not available.
Curriculum, Instruction, and Assessment
Problem Statement 1: Making inferences is low in 3rd and 4th Grade Reading. Root Cause 1: Students are not reading on grade level.

Problem Statement 2: Basic parts of speech are low for 4th grade writing. **Root Cause 2:** Students analyzing content is low.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: By June 2019, TW Ogg third and fourth-grade students will outperform the state passing standards in math by 8% and will improve by 8% overall in reading (Outcome Goal 2).

Evaluation Data Source(s) 3: STAAR performance results

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Utilize STAAR aligned reading, writing, and math materials to increase student achievement.		Classroom Teachers	Increase student performance on STAAR in all tested areas.				
Critical Success Factors CSF 1 CSF 2 2) Provide targeted intervention to 3rd/4th grade students through small group pull out, in class support and/or tutorials.		Administrators Interventionists Classroom Teachers	Increase student performance on STAAR in all tested areas.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Local 24 - State Comp - 1369.00							
Critical Success Factors CSF 1 CSF 2 3) Conduct assessment talks with 3rd and 4th grade students to discuss individual performance, test taking strategies, study skills and organizational skills.		Administrators Counselor Classroom Teachers Interventionists	Increase student performance on STAAR in all tested areas.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: The campus is consistently under performing in multiple academic areas as compared to the state and district. Root Cause 1: Curriculum is not aligned across grade levels and curriculum resources for teachers are either difficult to locate and use or are not available.
Curriculum, Instruction, and Assessment
Problem Statement 1: Making inferences is low in 3rd and 4th Grade Reading. Root Cause 1: Students are not reading on grade level.

Problem Statement 2: Basic parts of speech are low for 4th grade writing. **Root Cause 2:** Students analyzing content is low.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 4: In 2018-19, all Closing the Gaps indicators identified for Additional Targeted Support will exceed the cut score. (Constraint 3)

Evaluation Data Source(s) 4: 2019 Domain 3: Closing the Gaps Report

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Continue providing targeted intervention to K-4th grade students during a 60 minute RTI block and through RTI pull out, as well as, specials rotation (iStation - reading and Math/LLI/TEMI).</p>	2.4, 2.5, 2.6	Administrators Interventionists Classroom Teachers	Increased student performance in Reading and Math on CBAs, Common Assessments, Mock STAAR tests, STAAR and reports cards				
Funding Sources: 211 - Title I, Part A - 180000.00, Local 24 - State Comp Personnel - 65000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Conduct RTI data review meetings each grading period with all grade levels.</p>		Administrators Interventionists Classroom Teachers	Increased student performance in Reading and Math on CBAs, Common Assessments, Mock STAAR tests, STAAR and reports cards				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Provide professional development opportunities in the areas of writing, guided reading/math, Professional Learning Communities.</p>	2.4, 2.5, 2.6	Administrators	Increased collaboration between teachers and grade levels. Increased performance in writing.				
Funding Sources: 211 - Title I, Part A - 16100.00, 199 - General Fund - 4000.00, 255 - Title II, Part A - 4732.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide targeted intervention to 3rd/4th grade students through small group pull out, in class support and/or tutorials.</p>		Administrators Interventionists Classroom Teachers	Increase student performance on STAAR in all tested areas.				
Funding Sources: Local 24 - State Comp - 1369.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Conduct assessment talks with 3rd and 4th grade students to discuss individual performance, test taking strategies, study skills and organizational skills.</p>		Administrators Counselor Classroom Teachers Interventionists	Increase student performance on STAAR in all tested areas.				



Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: In 2018-2019, T.W. Ogg will increase by 50% opportunities for parents to build parenting and leadership skills that empower them to become vital contributors to their child's academic success.

Evaluation Data Source(s) 1: Increase parent participation in campus sponsored offerings by 50%.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Host an orientation for parents and community members requesting to volunteers at T.W. Ogg.</p>	2.6, 3.1, 3.2	Administrators Title I Campus Representative	Increased number of parent/community member volunteers on campus.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Host a variety of academic and character building events to educate the parents on the importance of being involved in their child's education.</p>	3.1, 3.2	Administrators Counselor Teachers Family and Community Engagement Cadre	Increased				
<p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: 211 - Title I, Part A Parent & Family Engagement - 2340.00</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) T W Ogg will jointly develop with, and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish, and accessible on the campus website as well as in the district handbook.</p>	3.1	Campus Principal and Campus Title I Rep.	Greater parent and family participation in campus decision making and student academic achievement.				
<p>Problem Statements: Parent and Community Engagement 1</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) T W Ogg will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.</p>	3.1	Campus Principal and Campus Title I Rep.	Greater parent and family participation in campus decision making and student academic achievement.				
<p>Problem Statements: Parent and Community Engagement 1</p>							

Critical Success Factors CSF 1 CSF 5 CSF 6 5) T W Ogg has a School-Parent Compact that outlines how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will be available in English and Spanish, and accessible on the campus website.	3.1	Campus Principal and Campus Title I Rep.	Greater parent and family participation in campus decision making and student academic achievement.				
	Problem Statements: Parent and Community Engagement 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There is a language barrier between school and home. Root Cause 1: We need to utilize current bilingual staff to accommodate language needs.
Problem Statement 2: Parents/guardians work shift work and long hours. Root Cause 2: There is a cultural difference between staff and the community?

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: In 2018-2019, T.W. Ogg Elementary will increase student attendance by at least 1.2 percent.

Evaluation Data Source(s) 2: Increase student attendance by at least 1.2%.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) Provide incentives for classroom/school perfect attendance each grading period.	2.4, 2.5	Administrators Classroom Teachers PBIS Team	Increased student attendance.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Recognize student attendance each nine weeks.	2.4, 2.5	Administrators PBIS Team	Percentage of students will increase.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 3: By June 2019, 90% of students and staff will report a safe and orderly campus environment on the campus satisfaction survey.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Provide guidance lesson to all PK-4th grade students utilizing the BISD anti-bullying guidelines and Character Counts curriculum.		Counselor	Fewer reported incidents of bullying.				
Critical Success Factors CSF 4 CSF 6 2) Utilize RTI-B to address the behaviors of our most challenging students.		Administrators Classroom Teachers Behavior Specialist	Decrease in more severe student behaviors.				
Critical Success Factors CSF 6 CSF 7 3) Review classroom management expectations and procedures as outlined in the CHAMPS curriculum.		Administrators Classroom Teachers	Decrease in the number of minor classroom behavioral referrals.				
Critical Success Factors CSF 6 4) Continue implementing a positive reinforcement system to promote positive behavior throughout the campus (Twister Bucks, E-Club, etc...)	2.4, 2.6	Administrators Classroom Teachers Counselor					
Critical Success Factors CSF 6 5) Review and perform monthly crisis drills in alignment with BISD policies and procedures.	2.6	Crisis Coordinator (AP)	Students and staff will have a better understanding of crisis procedures in case of an emergency.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: In 2018-2019, T.W. Ogg elementary will recognize and value employee contributions resulting in 90% of employees indicating they feel valued for their contribution to the organization.

Evaluation Data Source(s) 1: 90% of employees indicate they feel valued for their contribution to the organization.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Promote teamwork through ongoing positive climate and staff morale boosting activities.		Administrators School Climate Cadre	Increased staff morale. Positive comments/rating on the employee customer satisfaction survey.				
Critical Success Factors CSF 6 2) Continue the T.W. Ogg Teacher of the Month program to recognize outstanding achievement in the classroom.		Administrators	Improved student engagement. Positive recognition of staff members.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: In 2018-2019, T.W. Ogg will provide professional development opportunities that are relevant effective and ongoing to support staff in their roles resulting in an average satisfaction rating of 90%.

Evaluation Data Source(s) 2: 90% satisfaction rating for professional development opportunities from post-training surveys.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Provide professional development training and materials regarding instructional best practices to identified staff as needed.	2.4, 2.5, 2.6	Administrators Classroom Teachers Interventionists	Improved TIER I instruction.				
Problem Statements: Demographics 3 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I, Part A - 13927.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Professional Learning Communities will collaborate weekly to share instructional strategies, track student data and create common formative assessments.	2.4, 2.5, 2.6	Grade Level PLCs Interventionists Administrators	Student achievement will increase as staff are implementing topics of discussion.				
Problem Statements: Student Achievement 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: We need training for ALL staff on working with economically disadvantaged and culturally diverse students. Root Cause 3: Student success rates are affected if they do not feel comfortable in their environment.
Student Achievement
Problem Statement 1: The campus is consistently under performing in multiple academic areas as compared to the state and district. Root Cause 1: Curriculum is not aligned across grade levels and curriculum resources for teachers are either difficult to locate and use or are not available.
Problem Statement 2: Students are not performing at the meets grade level for STAAR. Root Cause 2: There is minimal accountability for student behavior/academics and teacher expectations inside the classroom.
Curriculum, Instruction, and Assessment

Problem Statement 1: Making inferences is low in 3rd and 4th Grade Reading. **Root Cause 1:** Students are not reading on grade level.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 3: T.W. Ogg Elementary School will achieve a 96% teacher attendance rate for the 2018-2019 school year (Constraint 2).

Evaluation Data Source(s) 3: 96% of the teachers will be in attendance.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) Communicate faculty and staff attendance rates at monthly faculty meetings.	2.5	Principal	Increased teacher attendance.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2018-2019, T.W. Ogg Elementary will identify and pursue three or more opportunities for alternative funding sources to provide for campus needs (Constraint 3).

Evaluation Data Source(s) 1: Number of opportunities applied for will increase by 5%.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Collaborate with PTO to develop sound alternative funding opportunities for T.W. Ogg.	2.4, 2.6, 3.1	Administrators Teachers	PTO records				
Critical Success Factors CSF 5 CSF 6 2) Develop solid partnership(s) with various businesses within the Brazosport Community.	2.6	Administrators Counselor Teachers	Donations Community partnerships				
Critical Success Factors CSF 3 CSF 5 CSF 6 3) Review federal and local budgets with stakeholders to gain input and create a collaborative financial plan.	2.4, 2.6	Administrators					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 5: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 1: In 2018-2019, T.W. Ogg Elementary will increase meaningful participation of parents and community members in campus events.

Evaluation Data Source(s) 1: Sign in sheets verifying parent participation in at least 3 events per semester.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Develop and circulate monthly parent calendars to all T.W. Ogg families.	2.4, 2.6, 3.1	Campus Office Personnel Administrators	providing monthly calendars in English and Spanish will result in informed parents.				
Critical Success Factors CSF 5 CSF 6 2) Update the T.W. Ogg website, marquee and social media pages on a regular basis to ensure timely communication between home/school and share accomplishments.	2.4, 2.6	Administrators Counselor Campus Marquee specialist	Increased parent and community communication				
Critical Success Factors CSF 5 CSF 6 3) Utilize various forms of communication tools such as Remind 101, Class Dojo and social media, to ensure timely parent communication regarding their student.	2.4, 2.6, 3.1	Classroom Teachers	Increased positive communication between teachers and parents/guardians				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Provide targeted writing instruction to K-4th grade students during a 30 minute writing block including morning message, mentor sentences and Writer's Portfolio.

State Compensatory

Personnel for T.W. Ogg Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Ibarra	Interventionist/Dyslexia Teacher	T.W. Ogg Elementary	.79

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elaine Dunn	Math Interventionist		1.0
Elsa Garza	Interventionist		.5
Leslie Villegas	Paraprofessional - Title I		1.0
Tracy Whitley	Interventionist		.5
Zachary Engelking	Paraprofessional - Title I		1.0

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Kristi Traylor	Principal
Administrator	Claudette Tuggle	Assistant Principal
Paraprofessional	Tina Garcia	Administrative Assistant to the Principal
Classroom Teacher	Chris Wuensche	Curriculum & Instruction Cadre Leader
Classroom Teacher	Lauren Eubanks	Curriculum & Instruction Co-Leader
Classroom Teacher	Krysti Kaspar	Planning Cadre Leader
Classroom Teacher	Cellina Serrano	Planning Cadre Co-Leader
Paraprofessional	Monika Ward	School Climate Leader
Classroom Teacher	Erica Mendoza	School Climate Co-Leader
Classroom Teacher	Debra Barrera	Parental Involvement Co-Leader
Non-classroom Professional	Angela Wright	Parental Involvement Cadre Leader
Non-classroom Professional	Bronwyn Rumsey	Technology Cadre Leader
Classroom Teacher	Elsa Garza	Technology Cadre Co-Leader
Parent	Stephanie Estrada	Parent
Parent	Sandra Carrisales	Parent

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Kristi Traylor	Principal
Administrator	Claudette Tuggle	Asst. Principal
Classroom Teacher	Krysti Kaspar	Grade Level Chair Kinder
Classroom Teacher	Debra Barrera	Grade Level Chair 1st grade
Classroom Teacher	Victor Favela	Grade Level Chair 2nd grade
Classroom Teacher	Donna Boston	Grade Level Chair 3rd grade
Classroom Teacher	Elsa Garza	Intervention/Grade Level Chair 4th grade
Non-classroom Professional	Elaine Dunn	Interventionist
Non-classroom Professional	Ana Ibarra	Interventionist
Classroom Teacher	Tracy Whitley	Intervention/4th grade

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$4,000.00
1	1	7			\$17,594.00
1	2	3			\$4,060.00
1	4	3			\$4,000.00
Sub-Total					\$29,654.00
Budgeted Fund Source Amount					\$25,654.00
+/- Difference					-\$4,000.00
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Math, Reading & Writing Instructional Materials	199.11.6399.00.108.30	\$725.00
1	3	2			\$1,369.00
1	4	4			\$1,369.00
Sub-Total					\$3,463.00
Budgeted Fund Source Amount					\$2,094.00
+/- Difference					-\$1,369.00
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$65,000.00
1	4	1			\$65,000.00
Sub-Total					\$130,000.00
Budgeted Fund Source Amount					\$65,000.00
+/- Difference					-\$65,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	2			\$180,000.00
1	1	5			\$2,539.00
1	1	6			\$16,100.00
1	1	7	Instructional Materials		\$3,329.00
1	4	1			\$180,000.00
1	4	3			\$16,100.00
3	2	1	Training in the RTI Model		\$13,927.00
Sub-Total					\$411,995.00
Budgeted Fund Source Amount					\$217,026.00
+/- Difference					\$-194,969.00
211 - Title I, Part A Parent & Family Engagement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$2,340.00
Sub-Total					\$2,340.00
Budgeted Fund Source Amount					\$2,340.00
+/- Difference					\$0
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Training in the Professional Learning Communities model	255.13.6411.00.108.30	\$4,732.00
1	4	3	Training in the Professional Learning Communities model	255.13.6411.00.108.30	\$4,732.00
Sub-Total					\$9,464.00
Budgeted Fund Source Amount					\$4,732.00
+/- Difference					\$-4,732.00
Grand Total					\$586,916.00