

OXFORD SCHOOL DISTRICT (3620) Public District - FY 2023 - BRAMLETT ELEMENTARY SCHOOL (3620004) Public School - School Plan - Rev 2

Please identify all school planning team members, including titles. Section 1114(b)(2)

Dr. Suzanne Liddell- Chief of Accountability & Accreditation/Director of Federal Programs

Misa Presley- Principal

Caitlin Hoggard- Assistant Principal

Narita Edwards- Director of Finance

Jeannette Clements- Assistant Director of Child Nutrition

Heather Lenard- Parent/Director of Communications

Chelsii Benson- Parent

Kelly Wages- EL Teacher

Shannon Walker- EL Teacher

Angela Kendricks- EL Tutor

Tania Reyes- EL Teacher Assistant

Karen Swingle- Kindergarten Teacher

Ashleigh Polancich- 1st Grade Teacher

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Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. For a Targeted Assistance Plan, please include the process for selecting students. Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

The process used to develop the school-wide plan was determined by input from all stakeholders and information gathered during the comprehensive needs assessment (Studer surveys), monthly parent organization meetings, and monthly staff leadership meetings. Information includes survey results, student progress data, and information gathered during stakeholder meetings. The school-wide plan is aligned with the district and state requirements with the belief that all students must have the opportunity to develop to their fullest potential. Meetings with stakeholders are scheduled regularly throughout the school year to facilitate good communication. A minimum of one meeting per month is held with school stakeholders to review ongoing progress and make adjustments as needed. The school-wide planning team meets no less than once annually to review the school-wide plan and make necessary adjustments as needed.

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
2019-20	597	306	291	37	172	1	56	2	295	34	267	52	70	47		4		8
2020-21	548	269	279	33	155	1	45	2	286	26	547	49	55	21				5
2021-22	570	289	281	15	195		35	1	294	30	570	65	41	9			2	7

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2019-20	450.52	0
2020-21	323.36	0
2021-22	332.98	416.5

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Bramlett Elementary School serves students in kindergarten and first grade and is located in Oxford, Mississippi. At this time, Bramlett serves 739 students for the 2022-2023 school year. Bramlett is a Title I school and currently the free and reduced percentage rate is 45.44%The free and reduced percentage rate for the 2020-2021 school year was 39.58%. For the 2020-2021 and the 2021-2022 school years, all students were allowed to eat free per USDA guidelines. For the 2022-2023 school year, students who did not qualify for free or reduced lunch are required to pay for meals. Bramlett's original building first opened in 1961. Two additional wings have been added on to the original building to meet the needs of our growing community. We are currently under construction, and building 7 additional classrooms. The certified staff at Bramlett includes 33 general education classroom teachers, 5 special education teachers, and a full time teacher in each special area class including library, art, music, and P.E. Other certified staff includes 4 speech language pathologists, two academic interventionists, a behavior coach, two EL teachers, an intervention coordinator and a guidance counselor. The 2022-2023 school year is the first for Bramlett's principal and assistant principal to work as an administrative team. Bramlett serves approximately 93 EL students, which is 12.5 % of the total student population. Bramlett currently does not serve any homeless students. The Oxford School District operates in the Mississippi Department of Education's Early Learning Collaborative. Our collaborative consists of Oxford Elementary Childhood Center, Willie Price Lab School, & Mary Cathey Head Start Center. The Pre-K students will participate in transition to kinder activities held in the spring. Title I provides funds for an EL teacher assistant and parent engagement opportunities. Bramlett's Title I goals include providing a high quality early childhood experience to increase kindergarten readiness, increasing academic achievement, providing direct instructional supplies or support for students, providing professional development for teachers, and promoting parent education and involvement.

The following table represents Student Demographic Information (Enrollment) for the table presented above:

	Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children
18-19	596	311	285	32	174	0	38	3	325	24	248	58	54	18	0	5	0	4
19-20	611	318	293	37	175	1	54	3	305	36	273	95	71	47	0	4	0	8
20-21	551	272	279	31	157	1	46	2	287	27	213	75	55	21	0	4	0	5
21-22	566	280	286	14	195	0	15	1	287	19	266	105	41	10	0	0	2	6

The following table represents Student Attendance Data - Grid Information (Enrollment) for the table presented above:

18-19	94.08% (Students)	95.69% (Teachers)
19-20	95.14% (Students)	96.64% (Teachers)
20-21	94.34% (Students)	96.02% (Teachers)
21-22	92.33% (Students)	94.06% (Teachers)

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Oxford, Mississippi is a small community of approximately 26,000 residents. The town is the county seat and home to the University of Mississippi and a branch of Northwest Mississippi Community College. Lafayette County has a population of approximately 56,000. The rate of residents living in poverty is approximately 29.1%. The community places value in education, which reflects in a high level of parental involvement in our schools. Both Oxford city and Lafayette county school systems are excellent choices for an educational experience.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	CSI	TSI	ATSI
2019-20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2020-21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2021-22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Proficiency												
Growth All Students												
Growth Low 25%												
	2019-20				2020-21				2021-22			
Accountability Grade	A ▼				A ▼				A ▼			
Total Points												

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Proficiency																								
Growth All Students																								
Growth Low 25%																								
Accountability Grade	2019-20									2020-21									2021-22					
	Select... ▼									Select... ▼									Select... ▼					
Total Points																								

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Reading/Language Arts/Literacy (Progress Monitoring Instrument)

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

STAR Early Literacy

	Kindergarten		1st Grade		2nd Grade	
Year	BOY*	EOY*	BOY	EOY	BOY	EOY
2019-20	58.86					
2020-21	50.15	22.99				
2021-22	42.00	20.00				

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
2019-20							
2020-21							
2021-22							

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I

2019-20							
2020-21							
2021-22							

Special Subject Areas (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	5th Grade Science	8th Grade Science	Biology I	U.S. History
2019-20				
2020-21				
2021-22				

After analyzing data for all students, provide a summary of the progress and challenges and identify underlying causes for each. Cite specific examples and address racial/ethnic groups and other subgroups where relevant, such as, gender, ethnicity, EL, homeless, migrant, students with disabilities, military or foster children. Include all local data analyzed as part of the comprehensive needs assessment.

After analyzing the data, we see that there has been an increase in the number of students who are not at or above the benchmark for MKAS in Kindergarten at the end of each school year. Our MKAS data for Pre-K has shown over multiple years that students who attend Bramlett Pre-K are more prepared for Kindergarten than other pre-schools in our community.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

Our MTSS/RTI process is our strategy that we implement to provide opportunities for struggling students to meet challenging academic standards. Classroom teachers and the school counselor provide quality Tier 1 instruction for all students as well as Tier 2 interventions for students who are identified as needing extra support. We have an academic interventionist and a behavior coach who provide Tier 3 interventions for students who are significantly behind the average expectations and standards. The interventions we provide address skill gaps and are intended to help students make growth toward meeting state academic standards. Teachers are provided with programs and resources that are used as part of the intervention process. Data is also collected in classrooms based on student performance and proficiency with state standards.

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☐ ☒ Not Applicable
College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2019-20					
2020-21					
2021-22					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

☐ ☒ Not Applicable
Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2019-20					
2020-21					
2021-22					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

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Out-of-School Suspensions

	2019-20		2020-21		2021-22	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	22		24		31	
IEP	6	0.27	10	0.42	19	0.61
EL	1	0.05	0	0	1	0.03
Asian	0	0	0	0	0	0
BLK/AA	19	0.86	23	0.96	22	0.71
His/Lat	1	0.05	0	0	0	0
NAM	0	0	0	0	0	0
NH/PI	0	0	0	0	0	0
White	0	0	1	0.04	2	0.06

1. What specific discipline issues, if any, impact student achievement/growth?

Any discipline issue that results in removal from the academic classroom setting or out of school suspension impacts student achievement and growth. Disruptive behavior is the area that impacts student achievement/growth the most at our age level. Disruptive behavior can include any behavior that disrupts the learning environment for the students in the classroom. Some examples at our age level include tantrums/yelling, physical aggression, or inability to follow classroom/bus rules or procedures to the point that it interrupts learning for students. The goal is to identify the function of these behaviors to limit the impact on student achievement/growth. When students are habitually disruptive, school administration and support staff conduct classroom observations and develop an FBA. If a student's behavior requires a comprehensive evaluation, we stay in close communication with our special education department to ensure that students are not overlooked. Bramlett utilizes the MTSS/RTI process to safeguard student learning.

Bramlett is also beginning its implementation of a social emotional learning program in an effort to address the social and emotional health and learning of our students and how they relate to behaviors we see at school. It is a holistic approach to building supportive communities for every child through social-emotional learning. Children need social-emotional skills to thrive both in the classroom and in life. Social-emotional learning (SEL) curricula teach children techniques to: gain confidence, set goals, make better decisions, collaborate with others in work and play, and to navigate the world more effectively.

The following table represents Out-of-School Suspensions as presented above:

Out-of-School Suspensions

	2019-2020		2020-2021		2021-2022	
	Total # of Days	% of Total # of Days	Total # of Days	% of Total # of Days	Total # of Days	% of Total # of Days
ALL	22	100.00%	25	100.00%	43	100.00%
IEP	5	22.73%	10	40.00%	21	48.84%
EL	1	4.55%	0	0.00%	10	23.26%
Asian	0	0.00%	0	0.00%	0	0.00%
BLK/AA	19	86.36%	24	96.00%	25	58.14%

His/Lat	1	4.55%	0	0.00%	0	0.00%
NAM	0	0.00%	0	0.00%	0	0.00%
NH/PI	0	0.00%	0	0.00%	0	0.00%
White	0	0.00%	1	4.00%	2	4.65%

2. Name specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Effective management of daily schedules and intervention schedules provide students with the structure needed for continuous engagement in academic instruction. Proper installation of routines and procedures are necessary to promote student engagement throughout each school day. Teachers utilize brain breaks in order to prevent students from losing focus throughout lengthy lessons. In doing so, students are able to remain engaged in the content being delivered from the teacher. For students who are not able to remain in a general education setting due to exhibiting severe behaviors, we have a Regroup classroom in which they are able to receive small group instruction. This classroom is facilitated by a certified teacher and a teacher assistant. Special activities are planned around the most critical instructional period of the school day. Administration tries to protect reading blocks and intervention schedules, daily.

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Through the implementation of a social emotional program, BES teachers are able to ensure student engagement within the classroom. This program supplies teachers with the tools to de-escalate situations in the classroom in order to reinforce positive behaviors, classroom engagement, and good choices, all while supporting social emotional learning.. All teachers at BES incorporate this into their classroom management techniques in order to maintain active engagement amongst students. Over the course of the school year, classes acquire Charger Bolts (school-made bolts to display on classroom doors) from all special area teachers within our building in order to compete to be the Bolt Challenge Winner each month. Bolt Challenge Winners are rewarded for exercising positive behaviors, engagement, and good choices when moving throughout their school day.

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1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

Working together as a grade level has fostered teamwork among our teachers. Grade-level PLCs take place two times each week. This collaboration allows for teachers to review assessment data, create common assessments, share instructional strategies, and dissect the Mississippi state standards for the purpose of implementing Standards Based Grading. In doing so, teachers are able to prioritize instruction, both enrichment and remediation, and focus on individualized student abilities. Through the use of district level instructional coaches, teachers are given a sense of support and collegiality with staff from outside of our building. Our instructional coaches visit PLC meetings once every week to provide support when analyzing data, creating formative assessments, as well as sharing instructional strategies that exemplify best practices for students who need grade level acceleration, enrichment, or remediation. These strategies can include small group, ability leveled instruction, differentiated center stations, whole group instruction, and individual student conferencing.

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

Bramlett Elementary hosts a Multi-Tiered System of Support team for Kindergarten and First grade. By analyzing student data and standards mastery, struggling students are identified. Our district has set criteria in place to define tier one students, tier two students, and tier 3 students. Assessment data, progress on state standards mastery, observations, and teacher feedback are other pieces of data used when identifying students' needs. Classroom teachers utilize other methods of data collection in their classrooms. Pre-assessments are administered in every classroom prior to every unit. Teachers dissect data from these assessments to determine the level of student mastery or misconception prior to providing instruction. Through the use of various instructional programming, teachers analyze data to determine progress towards state standards mastery. Teachers also utilize data from assessments for students who are receiving interventions for an identified standards deficit. In our more intensive intervention classrooms, multiple methods or progress monitoring are implemented. Weekly reading and math fluency checks are conducted to track the progress of those students identified as scoring more than one grade level below expectation. With the many methods of data collection, teachers review data and tailor their instruction to meet the instructional needs of their students on a weekly basis. Successes are celebrated and struggles are addressed through additional support provided by teachers and support staff throughout Bramlett Elementary. In addition to providing tier interventions for students who are struggling academically, we tier students who need support with social emotional learning. Our counselor and behavior coach provide interventions for these students. Their data is tracked through a data management system. We utilize this platform to house our progress monitoring to make determinations regarding additional services that may be warranted.

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

The MKAS assessment has provided valuable information on the quality of our programming. Our district's Pre-K program is designed to provide a quality early childhood experience that prepares students for Kindergarten and beyond. The Pre-K program is housed at Oxford Early Childhood Center (OECC). We strive

to intervene early for students to identify areas of needed support in order for students to build the foundation knowledge needed to be a life long learner. OECC utilizes the MS Early Learning Standards as well as the Brigance Early Childhood Developmental Screeners to help us identify at-risk students. It is a priority to ensure that we solidify foundational skills for all of our Pre-K students that will help them transition to elementary programs successfully. We also host transition events that include school tours and a Kindergarten Round Up/Open House event. The Oxford School District has also partnered with the Lafayette County School District, the City of Oxford, and Lafayette County to add a position of a director of Early Childhood Education who has a primary focus of providing quality early childhood experiences for all children in Lafayette county. The past director applied for and received an Early Learning Collaborative grant for our community. One of our goals is that more students in our community will receive a preschool education. Bramlett/OECC's data shows that our Pre-K students are demonstrating a higher rate of readiness for school than students who attend other preschool programs and daycares in our community.

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2019-20	40	40	0	0	7				
2020-21	36	36	0	0	5				
2021-22	40	40	0	0	8				

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

We have the following evidence base to support the professional development we are providing teachers to address the needs of all children in school. The teacher evaluation scores for our teachers who are being retained from year to year have increased. This evidence of growth is a result of the professional development opportunities given to our certified staff members based on their input on the professional needs survey. Bramlett's Professional Development Plan is based on the scientifically based research of Robert Marzano and Dr. Becky Bailey. Implementing these research based strategies is expected to improve student outcomes through focused professional development on Standards Based Learning/Instruction and Second Step. Our growth in knowledge of Standards-Based Learning/Instruction helps teachers identify specific skills that students are missing and helps them diagnose skill gaps and place a focus on instruction to close those skill gaps rather than giving traditional grades. Teachers are also engaged in ongoing professional development with our district's instructional coaches.

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Our district has both reading and math instructional coaches utilized to improve instruction. Our teachers meet with the coaches weekly to analyze student data and discuss best practices to improve instruction. Our administration team meets with our instructional coaches twice a month to discuss areas such as pacing and staff instructional needs. Other trainings that have been held during this school year include a focus on phonological and phonemic awareness skills professional development for teacher assistants and Dyslexia professional development for all certified and non-certified staff.

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Highly qualified and effective teachers are recruited each year in a variety of ways. The Oxford School District hosts a Job Recruitment Day to recruit teachers at all levels. Educators will be interviewed on this day for possible positions in the Oxford School District. This event has been highly successful in the past in attracting

the best and brightest to our district. Due to Oxford being the home of The University of Mississippi, a strong relationship has been developed that supports the involvement of student teachers and graduate level programs in our schools. This opportunity allows our schools to recruit strong candidates for our programs. Teacher induction programs have been developed at the school and district level to retain highly qualified and effective teachers. Teachers are evaluated using the Teacher Growth Rubric. This rubric was developed to identify effective teaching strategies. Teachers that are new to the profession or new to our district are provided with district level training at the beginning of the school year and matched with a mentor teacher at the school level.

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1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

Parental and community involvement activities are abundant at Bramlett. Due to the age group and first school experiences of the student population, parents and community members desire to participate and volunteer to serve at Bramlett. It is important that all activities are well designed to meet the vision and mission of our school. Leadership at BES strives to engage the school community, as well local stakeholders, in the improvement and success of students. Through the successful implementation of the Parent Teacher Organization (PTO), parent-teacher conferences, parent nights, and Teacher Support Team meetings, BES works diligently to involve all stakeholders in organizational improvement. The PTO board meets with administration once a month to discuss important information regarding school projects, upcoming important dates, and ways to provide additional support to BES. PTO meetings for all parents take place every semester. The PTO board relays useful and pertinent information during this meeting, as well as, through the use of their social media outlets, such as Facebook, Instagram, and Twitter. There is also updated PTO information on the BES website. Building leadership, also, keeps in constant communication with parents through the use of school social media outlets such as Facebook and Twitter, SchoolStatus. These resources provide ample opportunities for two-way parental communication and engagement. On the first Friday of each month, a parent newsletter is sent. In this newsletter, an opportunity for parents to provide feedback is included.

The School-wide Planning Team meets annually at a minimum to discuss and update the school-wide plan as needed. Assessment results and student progress are analyzed and communicated to stakeholders by sending reports home at each screening timeframe, School Board meetings, report cards/progress reports, RTI meetings, and parent conferences. The school plan is also discussed at the annual Title I meeting.

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

The Parent Involvement and Engagement Plan, the Parent Compact, and School-wide Plan are developed based on the Parent Needs Assessment survey and input received from parents during the course of the school year through annual parent involvement planning meetings, Title planning committee meetings, event survey feedback, and individual parent conferences. These plans are updated annually and contain specific activities to encourage parent and family engagement. The School-wide Plan is also approved by our school board.

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

The school will provide programs that reach families that include annual Title I Planning Meetings, Individual Parent Conferences, Classroom and PTO volunteer opportunities, Transition events (Round-Up), Book Fairs, and Brushstrokes for Bramlett (silent art auction). The school also has plans to hold parent nights that educate parents on standards, reading and math activities, and strategies for helping develop their child's social and emotional health.

Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 1114(b)(4), Section 1116(e)(5) and Section 1115(b)(2)(E)

The school plan and parent compact are discussed at the annual Title I Planning Meeting and the School Wide Planning Meeting and reviewed twice a year at parent conferences in October and February. Copies of the plans can be made available in multiple languages when needed and a translator is available at meetings to help interpret and communicate with families when English is not their first language. The school plan is available online and we are able to send information to parents in multiple languages using School Status.

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1. Summarize successes your school has experienced and why.

- MKAS assessment results indicate the success and academic achievement of Bramlett's student population. Bramlett's Pre-K and Kindergarten programs prepare students for reading on grade level by the third grade.
 - * PLC groups used for planning instruction, common assessments, proficiency scales
 - * School safety - planning meetings, SRO on campus
 - * Monthly PTO meetings with parent stakeholders
 - * PLC Leaders - curriculum committee
 - * SEL Program - addressing social/emotional needs of students, behavior
 - * Standards-Based Learning/Instruction - individualized instruction, identified skill gaps, mastery of standards, report of progress toward mastery
- We have an EL teacher assistant who is paid for with Title I funds and supports our EL teacher in providing additional support for our EL students working with them on foundational reading and math skills. EL student progress will be monitored throughout the year using standard data and MKAS data.
- In the Oxford School District, we are focusing on several goals to improve our schools and school district. One primary goal is improved relations among employees of the school district, students in our school district, and with our parents and community. To help improve these relationships we believe that teachers and staff must feel they have a good as well as a productive place to work. Together as teachers, staff, and leaders, we believe we can create a great place for people to work and learn. To get a sense of where we are with employee engagement, student engagement, and parent satisfaction, we hired an outside group to administer and analyze our employee engagement, student engagement, and parent satisfaction surveys. By utilizing an outside group, feedback is guaranteed to be anonymous. The initial results provide baseline data which we will use to judge our improvement during the year and at the end of an academic year. Once we have the baseline measure, we have a way to compare how well we are improving throughout the school year. Our goal is to use these results to talk about our strengths and areas that need improvement.

Student Engagement Fall Survey Results - BES Highest Scored Items:

- * My teachers care about me.
- * My teachers recognize me when I do good work.
- * My principal is a good leader.

Employee Engagement Fall Survey Results - BES Highest Scored Items:

- * If given a choice, I would recommend that a parent select this district for his or her child.
- * The expectations for judging my performance are clear.
- * My principal/supervisor demonstrates a genuine concern for my welfare.

Parent Satisfaction Fall Survey Results - BES Highest Scored Items:

- * My child's learning is a high priority at this school.

- * My child has the necessary classroom supplies and equipment for effective learning.
- * I would recommend this school to other parents.

2. Summarize challenges your school has experienced and why.

We used the above mentioned survey results to also identify challenges our school experiences and areas for improvement. After analyzing the data as a school staff, we worked as a team to develop three School Action Plans, each based on one focus target from the lowest scored items on the survey results - one for employee engagement, one for student engagement, and one for parent satisfaction.

Student Engagement Fall Survey Results - BES Lowest Scored Items:

- * My school is clean.
- * I feel safe on the bus (only answer if you ride the bus).
- * Students are nice to each other at my school.

Employee Engagement Fall Survey Results - BES Lowest Scored Items:

- * My principal / supervisor provides feedback on my strengths as an employee.
- * My principal/supervisor consults me on the decisions that affect my job.
- * My principal/supervisor provides feedback concerning areas for improving my performance.

Parent Satisfaction Fall Survey Results - BES Lowest Scored Items:

- * I regularly receive feedback from school staff on how well my child is learning.
- * I receive positive communication about my child from the school.
- * The principal at this school is an effective leader.

We chose the following three areas to implement a 90 day action plan to see our gains and improvements based on specific action steps from the action plans:

- * Student Engagement - Students are nice to each other at my school.
- * Employee Engagement - My principal / supervisor provides feedback on my strengths as an employee.
- * Parent Satisfaction - I regularly receive feedback from school staff on how well my child is doing.

We will give all three surveys again in the spring and compare our results based on our action plans and specific action steps we implemented. We will re-evaluate and start a new cycle of continuous improvement based on the new results.

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

a. Student Achievement Data

BES Problem of Practice

Goal: 60% of all BES students will reach reading proficiency according to the end of April STAR assessment.

Action Steps:

1. The teachers will use Rainbow Data Tracking Sheets and STAR Instructional Planning Reports to plan small group instruction.
2. The reading interventionist will work with small groups of Tier Three students utilizing the SEE program to address reading deficit areas for a minimum of 120 minutes weekly.
3. Teachers/teacher assistants will use STAR Instructional Planning Reports to provide focused literacy instruction to Tier Two students for a minimum of 60 minutes weekly.

b. College and Career Readiness

N/A

c. School Climate and Culture

Employee Engagement Fall Survey Results - BES Lowest Scored Items:

- * My principal / supervisor provides feedback on my strengths as an employee.
- * My principal/supervisor consults me on the decisions that affect my job.
- * My principal/supervisor provides feedback concerning areas for improving my performance.

We chose the following area to implement a 90 day action plan to see our gains and improvements based on specific action steps from the action plans:

* Employee Engagement - My principal / supervisor provides feedback on my strengths as an employee.

Goal: Bramlett will increase employee satisfaction by administrators providing feedback concerning employees' strengths. The score will increase from 3.69 to 3.84 by the end of the 2022 - 2023 school year.

Action Steps:

- 1) The administrators will hold quarterly check in meetings with staff members to discuss employee strengths, areas for growth, and employee needs.
- 2) The administrators will complete classroom observations for all certified staff and provide feedback attest once a quarter.
- 3) Weekly intentional conversations in PLC meetings based on what is observed in the classrooms will be used to highlight strengths of teachers.

d. Curriculum and Instruction

Continue with professional development on Standards-Based Learning and Instruction.

Continue with professional development on Second Step.

Continue with professional development on SuperKids (New ELA curriculum)

e. Professional Development

Continue with professional development on Standards-Based Learning and Instruction.

Continue with professional development on Second Step.

Continue with professional development on SuperKids (New ELA curriculum)

f. Parent and Family Engagement

Parent Satisfaction Fall Survey Results - BES Lowest Scored Items:

- * I regularly receive feedback from school staff on how well my child is learning.
- * I receive positive communication about my child from the school.
- * The principal at this school is an effective leader.

We chose the following area to implement a 90 day action plan to see our gains and improvements based on specific action steps from the action plans:

* Parent Satisfaction - I regularly receive feedback from school staff on how well my child is doing.

Goal: Bramlett will increase parent satisfaction related to regularly receiving feedback from school staff on how well my child is learning. The score will increase from 4.11 to 4.16 by the end of the 2022 - 2023 school year.

Action Steps:

- 1) Teachers will send progress reports every 4 1/2 weeks to communicate students' progress as they work to master standards.
- 2) Teachers will institute one parent/teacher conference per semester for each student.
- 3) Teachers will send weekly parent communication providing information on standards being taught.

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and

technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

We coordinate services with Title IX McKinney Vento providing services for homeless students, with Title III providing services for EL students, with ESSER providing summer school services, and with Title II providing professional development through a Title II math instructional coach.

OXFORD SCHOOL DISTRICT (3620) Public District - FY 2023 - BRAMLETT ELEMENTARY SCHOOL (3620004) Public School - School Plan - Rev 2**Plan Items ()****3) District-Level: EL Student Performance - School-Level: EL Student Performance**

Description:

District-Level: EL students will exit the EL program in 4 years or less.

Performance Measure:

District-Level: 80% of EL students will score proficient on the state administered ELPT in all required areas required for exit within four years.

3.1) District-Level: Supplemental EL Tutors and Paraprofessionals and PD - School-Level: Supplemental EL Tutors and Paraprofessionals and PD

Description:

District-Level: EL Tutor and paraprofessionals will be hired in order to provide EL services to students and PD provided to EL staff.

AS 3.1.1) EL Teacher Assistant/Paraprofessional

Description:

An EL teacher assistant/paraprofessional will be employed at Bramlett Elementary School to assist teachers in helping EL students gain english language proficiency level 2 by the end of first grade.

Benchmark Indicator:

50% of First grade students will attain a level 2 proficiency by the end of the school year as shown by the results of the state administered ELPT.

Person Responsible:

Misa Presley

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Title I School Allocation	\$28,448.17

4) District-Level: Parental Involvement - School-Level: Parental Involvement

Description:

District-Level: To provide effective parental involvement that will increase student achievement in Title I Schools as determined by applicable benchmark assessments

Performance Measure:

District-Level: 70% of students will score at or above benchmark indicating proficiency on applicable benchmark assessments.

§ 4.1) District-Level: Parent Education Involvement (Reading Literacy Achievement) - School-Level: Parent Education Involvement (Reading Literacy Achievement)

Description:

District-Level: Provide training opportunities to parents in reading literacy.

AS 4.1.1) Title I Parent Involvement

Description:

Title I schools in the Oxford School District will complete a yearly parent involvement plan and document parent involvement activities. Parent involvement activities will focus on the overriding goal of increasing student achievement.

Benchmark Indicator:

70% of kindergarten students will score at or above benchmark on the Spring Kindergarten Readiness Assessment and 70% of first students will show growth on the Spring STAR reading assessment.

Person Responsible:

Misa Presley

Estimated Completion Date:

5/31/2023

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Title I School Allocation	\$9,133.73