Houston Independent School District

119 Brookline Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

Our mission is to develop the whole child by addressing our students' social, emotional and academic needs in a safe and nurturing environment that fosters high expectations in order to create global lifelong learners.

Vision

Our vision is to improve the community by ensuring all scholars graduate at, or above, grade level.

Value Statement

Work Hard. Be Great. No Excuses!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Brookline will return to a sense of normalcy with high expectations for attendence, good citizenship, and academic achievement.

Demographics

Demographics Summary

Brookline Elementary, built in the 1960s, is located in the Gulfgate area in Southeast Houston. The school serves a population of approximately 777 students. The ethnic composition of the student population is 94% Hispanic, 4% African American, 1% White, and less than 1% Other. Within this population, about 100% of the students receive free or reduced lunch, 7% are in special education, 91% are Limited English Proficient, 86% are at-risk and 9% are identified as Gifted and Talented. The attendance rate for Brookline Elementary School at the end of 2021-2022 was 93.2%. Brookline is identified as a Title I school-wide program and our focus is to provide quality first instruction in all content areas and targeted re-teaching based on comprehensive data analysis.

Demographics Strengths

Language support systems in place to support and service our students, parents, and community.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Tracking and monitoring of subpops consistently at the campus level. **Root Cause:** -Unidentified SpEd, G/T, Dyslexia, EL, At-Risk, Economically Disadvantaged -Influx of unschooled students with Limited/Interrupted formal education

Student Learning

Student Learning Summary

	DLA			STAAR Released			STAAR 2022		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade Reading	41	4	0	73	42	19	79	52	30
3rd Grade Math	66	35	11	71	35	14	80	53	22
4th Grade Reading	51	9	1	76	47	17	89	65	36
4th Grade Math	68	30	21	65	42	27	79	49	27
5th Grade Reading	62	21	2	84	58	34	91	70	47
5th Grade Math	72	46	17	79	53	30	84	60	27
5th Grade Science	84	64	20	85	56	20	79	50	26

Student Learning Strengths

Brookline's students have historically demonstrated above average growth on STAAR Reading and Mathematics in grades 3-5 when compared to the district

The majority of Brookline's students perform at or above the district averages in Reading and Mathematics on snapshot and DLA assessments in grades 1-5.

Students are able to utilize technology to take ownership of their learning using district platforms such as MyOn, Imagine Math, Imagine Reading, Imagine Language & Literacy, and Renaissance 360 and Freckle.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Greater emphasis on tracking and monitoring of the Special Ed population with a focus on 100% implementation of IEPs by classroom teachers and enrichment teachers, **Root Cause:** Provide general education teachers, teacher assistants, and enrichment teachers with professional development to ensure students' IEP accommodations are implemented early and consistently in addition to the special education classroom.

School Processes & Programs

School Processes & Programs Summary

Teachers at Brookline utilize PLCs for instructional planning, sharing of best practices, disaggregation of data with a focus on increasing our students' achievement.

Students are able to utilize technology to take ownership of their learning using district platforms such as MyOn, Imagine Math, Imagine Reading, Imagine Language & Literacy and Renaissance 360 and Freckle.

Students at Brookline ES receive high quality first instruction and targeted small group interventions to close achievement gaps.

Instructional leaders and teachers also attend district professional development to continuously develop and refine their instructional practice.

School Processes & Programs Strengths

Brookline's implements highly effective first instruction and small group interventions which resulted in significant academic growth.

Brookline is a TEA - A rated campus with six academic distinctions.

Brookline's teachers were highly effective in closing achievement gaps in domain III.

Brookline is a Gold rated Family Friendly School.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Brookline Elementary will focus heavily on the needed progress in 4th Grade Math and 3rd Grade Reading and Math. Classroom teachers will continue to revise their first instruction, intervention and enrichment practices to ensure an optimal learning environment for all students. In addition, the teachers will engage in targeted professional development sessions. **Root Cause:** Need for continuous improvement through weekly grade and subject level planning, administering common assessments, and planning interventions and enrichment based on data analyzed by teachers and administrators.

Perceptions

Perceptions Summary

In the 2021-2022 school year Brookline achieved six academic distinctions and was designated an A rated campus by the TEA.

Brookline is designated as a F.A.C.E. GOLD Family Friendly school.

Teachers and leaders are provided with targeted professional development focused on increasing student achievement.

PLCs are utilized by all teachers and leaders for instructional planning, sharing of best practices, disaggregation of data with a focus on increasing our students' achievement.

Brookline's teachers and staff regularly communicates with parents utilizing school's website, open house, callouts, social media, progress reports, report cards and notes sent home.

Brookline is focused on closing our students' achievement gaps through targeted intervention blocks during the school day, afterschool tutorials, academic boot camps and our summer program.

Perceptions Strengths

Brookline has built a positive culture that fosters collaboration among staff and parents which resulted in a Gold Family Friendly school rating from F.A.C.E.

Brookline teachers and students are focused on high academic achievement.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Brookline will focus on improving the knowledge base for parenting life-long learners who take ownership and responsibility for their academic and social emotional learning. **Root Cause:** The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Priority Problems of Practice

Problem of Practice 3: Tracking and monitoring of subpops consistently at the campus level.

Root Cause 3: -Unidentified SpEd, G/T, Dyslexia, EL, At-Risk, Economically Disadvantaged -Influx of unschooled students with Limited/Interrupted formal education

Problem of Practice 3 Areas: Demographics

Problem of Practice 2: Brookline Elementary will focus heavily on the needed progress in 4th Grade Math and 3rd Grade Reading and Math. Classroom teachers will continue to revise their first instruction, intervention and enrichment practices to ensure an optimal learning environment for all students. In addition, the teachers will engage in targeted professional development sessions.

Root Cause 2: Need for continuous improvement through weekly grade and subject level planning, administering common assessments, and planning interventions and enrichment based on data analyzed by teachers and administrators.

Problem of Practice 2 Areas: School Processes & Programs

Problem of Practice 1: Brookline will focus on improving the knowledge base for parenting life-long learners who take ownership and responsibility for their academic and social emotional learning.

Root Cause 1: The lack of parental awareness of the importance of attendance, understanding real world math, and foundational reading skills that are necessary to build life-long learners.

Problem of Practice 1 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

- Action research results
- Other additional data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd- 5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase by 5% to 70%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of 3rd - 5th grade students performing at or above grade level in reading as measured by the Grade Level Standard on STAAR will increase by 5% in Meets to 70% and by 5%, to 44% in Masters.

Evaluation Data Sources: Campus based assessment, Ren 360, BRR, TELPAS, Freckle, and STAAR.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement targeted small group instruction that meets the student at their reading comprehension level in 3rd - 5th.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of 3rd - 5th grade students performing at or above grade level in reading as measured by the Grade Level Standard on STAAR will increase by 5% in Meets to 70% and by 5% in Masters to 44%. **Staff Responsible for Monitoring:** Administration, Teachers, Interventionist, Teacher Assistants, and Grade level Team Leaders. **Action Steps:** 1. Target Professional Development for Guided Reading, Really Great Reading, and The Reading Academy. 2. PLCs for implementing Reading Academy, Guided Reading, and Really Great Reading. 3. Data Dig to identify all students reading needs for targeted small group instruction. 4. Develop a reading plan for all students in 3rd-5th who are reading at or below a level H 4. Campus-wide implementation of daily reading and writing to facilitate life-long learners. 5. The Librarian will implement Read Alouds and a variety of reflections with EVERY class. **Title I:** 2.4, 2.6 **Funding Sources:** Instructional Resources - ELA - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $10,000	40%			

Strategy 2 Details				**Reviews**			
Strategy 2: Teachers will implement quality first instruction aligned with targeted re teaching in all classrooms. In addition, teachers will provide strategic interventions based on students' ongoing assessment data with a focus on high yield TEKS.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of 3rd - 5th grade students performing at or above grade level in reading as measured by the Grade Level Standard on STAAR will increase by 5% in Meets to 70% and by 5% in Masters to 44%. **Staff Responsible for Monitoring:** Administration/Teachers - Principal, Teacher Specialist and Grade Level Team **Action Steps:** 1.Targeted professional development on A4E, OnTrack and Canvas 2.Data reports/conferences with teachers, PLCs 3. Provide Snapshot blueprints to teachers in advance to ensure teachers review and keep pace with the blueprints 4. Train teachers on how to populate, manipulate, and filter their data to ensure they can review and analyze it 5. Provide teachers with standardized data trackers/binders and ensure teachers are correctly and consistently updating the trackers 6. Teachers will identify students who are not showing growth or are digressing and target them for interventions 7. Targeted accelerated instruction for students in grades 4 utilizing hourly tutors to address HB4545 requirements **Title I:** 2.4, 2.6				40%	❌	❌	

Strategy 3 Details				**Reviews**			
Strategy 3: By the end of the 2021-2022 school year, 90% of students in grades 1 and 2 will pass the High Frequency Word Assessment.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 90% of students in grades 1 and 2 will pass the High Frequency Word Assessment. **Staff Responsible for Monitoring:** Teachers, staff, administration **Action Steps:** 1. Targeted professional development on A4E, OnTrack, and HUB, HFW Teaching Strategies 2. Data reports/conferences with teachers, PLCs 3. Provide Teachers with HFW word lists 4 Provide teachers with standardized data trackers/binders and ensure teachers are correctly and consistently updating the trackers. 5. Provide teachers with training for creating centers for HFW word instruction 6. Teachers will identify students who are not showing growth or are digressing and target them for interventions 7. Targeted professional development 8. Individual data conferences with teachers **Title I:** 2.4, 2.6				70%			

0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd- 5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase by 5% to 63%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of 3rd - 5th grade students performing at or above grade level in mathematics as measured by the Meets Grade Level Standard on STAAR will increase by 5% to 63% and by 5% to 35% in Masters .

Evaluation Data Sources: Campus based assessments, Ren 360, Imagine Math, Freckle, and STAAR..

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement effective first instruction, targeted small group instruction, interventions, and utilize math manipulatives in order to move students from concrete to abstract as they assess mastery of TEKS.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By the end of 2022-2023 school year, the percentage of students performing at the Meets Standard on the 3rd - 5th grade STAAR math test will increase by 5% to 63% and 5% Masters to 35%. **Staff Responsible for Monitoring:** Administration, Teachers, Interventionist, Teacher Assistants, and Grade level Team Leaders. **Action Steps:** 1. All teachers will complete a, Start of the Year Data Analysis, to determine math deficiencies and establish targeted small groups for closing the gaps. Pre-K will assess at BOY Circle as a baseline, Kinder will use Pre-K Circle, 1st will use KEA, 2nd and 3rd will utilize DPAs from the previous year respectively, and 4th & 5th will use STAAR data. 2. Implement and maintain self-assessment math TEKS data trackers for students from the beginning of the year/ enrollment. 3. Targeted small groups to assess and monitor growth. 4. Teacher support will include: Coaching, Observations, and Walkthroughs, PLC's focused on needs, and mandatory schoolwide workstations and math journals. **Title I:** 2.4, 2.6 **Funding Sources:** Instructional Resources - Math - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $8,000	45%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers in PK will implement targeted small group instruction and utilize math manipulatives in order to move students from concrete to abstract as they assess mastery of TEKS.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By the end of 2022-2023 school year, the percentage of students performing at the Meets Standard on the 3rd - 5th grade STAAR math test will increase by 5% to 63% and 5% Masters to 35%. **Staff Responsible for Monitoring:** Administration/Teachers - Principal, Teacher Specialist and Grade Level Team Leaders **Action Steps:** 1. Individual data conferences with teachers 2. Provide Snapshot blueprints to teachers in advance to ensure teachers review and keep pace with the blueprints 3. Train teachers on how to populate, manipulate, and filter their data to ensure they can review, analyze and track student progress 4. Provide teachers with standardized data trackers and ensure teachers are correctly and consistently updating the trackers 5. Teachers will identify students who are not showing growth or are regressing and target them for interventions during and after schools 6. Problem solving math journals will be utilized in grades 1-5 by building a problem of the day into teachers' daily math schedules 7. Utilize math manipulatives and targeted professional development in foundational grades PK-2 to build foundational math skills 8. Conduct frequent coaching, observation and walkthroughs to ensure effective first instruction 9. Targeted professional development focused on researched based Math instructional strategies and small group instruction 10. Targeted accelerated instruction for students in grades 3 - 5 utilizing hourly tutors to address HB4545 requirements **Title I:** 2.4	40%			

Strategy 3 Details	Reviews			
Strategy 3: We will conduct frequent walkthroughs and give specific feedback and coaching. We will provide Just in Time Professional Development to address teacher areas for growth.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By the end of 2022-2023 school year, the percentage of students performing at the Meets Standard on the 3rd - 5th grade STAAR math test will increase by 5% to 63% and 5% Masters to 35%. **Staff Responsible for Monitoring:** Administration/Teachers - Principal, Teacher Specialist and Grade Level Team **Action Steps:** 1.Conduct frequent observation and walkthroughs to ensure effective first instruction. 2.Data conference with teachers to ensure targeted student interventions 3.Targeted professional development focused on researched based instructional strategies and small group instruction **Title I:** 2.4	75%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By the end of 2022-2023, the performance of identified K-5 GT students will increase by 10% as measured by the state accountability system.

Evaluation Data Sources: Campus Based Assessments, TELPAS, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Identified GT students will work on research and project based learning activities across content areas monthly to increase their performance on state accountability system.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By the end of 2022-2023, the performance of identified 3-5 GT students will increase by 10% as measured by the state accountability system. **Staff Responsible for Monitoring:** GT Coordinator, Administrators, Teachers, and Teacher Assistants **Action Steps:** 1. All staff will complete the required GT PD. 2. All GT students will have a Gifted Educational Plan (GEP) in Power Schools from enrollment. 3 Monitor implementation of research and project based learning activities and individual GEPs. 4. Provide opportunities for students to present projects at the school level and district level. **Title I:** 2.4 **Funding Sources:** Instructional Resources - PBL - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - $3,000	50%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement daily ESL instruction focused on the components of Listening, Speaking, Reading and Writing and Science (English) instruction with fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By the end of the2022-2023 we will increase the yearly progress of our ELL population on TELPAS by 10% in Grades 2 through 5 based on assessment data results. **Staff Responsible for Monitoring:** Teachers and administrators **Action Steps:** 1. Data PLCs will take place to analyze students' progress 2. Students and teachers will engage in data conferences to discuss goals and progress. 3. Teachers will be trained using Sheltered Instructional strategies 4. SI Coach will provide in classroom support **Title I:** 2.4	65%			

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement quality first instruction that incorporates sheltered instructional strategies that are aligned with the PLDs	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, the percentage of EL students in grades 3-5 performing at the Meets standard on the STAAR Reading test will increase by 5 percentage points from 64% to 69% and the Masters standard from 34% to 39%. **Staff Responsible for Monitoring:** Teachers and administrators **Action Steps:** 1. PLCs focused on implementation of sheltered instructional strategies and sharing of highly effective reading best practices 2. Provide Snapshot & DLA blueprints to teachers in advance to ensure teachers review and keep pace with the blueprints 3. Train teachers on how to populate, manipulate, and filter their data to ensure they can review and analyze it 4. Provide teachers with professional development focused on addressing the needs of EL students. 5. Teachers will identify students who are not showing growth or are digressing and target them for interventions 6. Administration will monitor the implementation and provide teachers coaching and feedback **Title I:** 2.4	45%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading will increase by 3%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading will increase by 3%.

Evaluation Data Sources: Campus Based Assessments, Ren 360, TELPAS, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Identified Special Education students will received individualized targeted instruction focused on closing gaps to increase their performance on state accountability system.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 3-5 Special Education students overall performance will increase by 3% on STAAR and 3% on TELPAS. **Staff Responsible for Monitoring:** Administrators, Teachers, Resource teacher, and Teacher Assistants **Action Steps:** 1. All staff will complete Campus required PD for Special Education. 2. Monitor implementation of IEP's ensuring all accommodations are provided by both the resource teacher and the classroom teacher.. 3. Monitor all Special Education students' progress on HFW, BRR, Ren 360, and Campus-Based Assessments. **Title I:** 2.4 **Funding Sources:** Instructional Resources - ELA - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $3,000	45%			

Strategy 2 Details		Reviews			
Strategy 2: Achieve 100% compliance in district monitoring tool, Easy IEP to ensure that students are receiving documented supports.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, the percentage of special education students performing at the meets level on STAAR will increase by 3 percentage points from 56% to 59% in Reading and from 53% to 56% in Math **Staff Responsible for Monitoring:** Program Specialist, Administration, Teachers, Resource Teacher and Special Ed. Department Chair **Action Steps:** 1. Create calendar for IEP deadlines. 2. Provide SPED professional development to teachers. 3. Teachers will meet monthly with program specialist and Sp. Ed Chairperson. 4. Close monitoring of IEPs will take place. 5. Weekly meeting with Sp. Ed. Chairperson and administration **Title I:** 2.4		80%			

Strategy 3 Details		Reviews			
Strategy 3: Structured time for grade level teachers and Sp. Ed. resource teacher to collaborate nd share best practices		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher's effectiveness in closing achievement gaps by ensuring that they are addressing the instructional needs of our Special education students. **Staff Responsible for Monitoring:** Program Specialist, Administration, Teachers, Resource Teacher and Special Ed Department Chair **Action Steps:** 1. Create calendar of SPED related PLC meetings. 2. Provide SPED professional development to teachers 3. Teachers will meet monthly with program specialist and Sp. Ed Chairperson. **Title I:** 2.4		45%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year the ADA student attendance rate will increase from 94.1% as measured in 2021-2022 to 98%

Evaluation Data Sources: HISD Connect/Attendance records per student, class, and grade level; A4E Attendance Analyzer
Documentation of students, classes ,and grade levels qualifying for incentive/rewards.
Parent and/or Student/Teacher/ Administrator conferences and documentation; Teacher/ Grade Level absence reports.

Strategy 1 Details	Reviews			
Strategy 1: Implement a visible bulletin board attendance tracker to highlight grade levels with 98% or above attendance rates on a weekly basis.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in students' daily attendance in grades PK-5 in order to attain our goal of 98% by the end of the 2022-2023 school year **Staff Responsible for Monitoring:** Administration, Teachers, PTO, Attendance Clerk, Student Recognition Committee **Action Steps:** Bulletin board system will be created and shared with teachers, staff, students and parents - Updated weekly **Title I:** 2.5	40%			
Strategy 2 Details	Reviews			
Strategy 2: Maintain master calendar updated on the school website with campus events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in the number of classrooms with perfect attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SIR, Teachers, Wraparound Specialist and Administrators **Action Steps:** Implement school wide attendance protocols for classroom teachers **Title I:** 2.5	70%			

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Teachers will implement schoolwide attendance protocol by making phone calls as soon as they determine that a student is not present and try to get the parent to bring the student to school. Names will be submitted to the front office for a follow up call. After 3 absences, teachers will schedule a meeting with an administrator and parents to discuss the importance of attendance. After 5 absences teachers will prepare a referral for a home visit.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in students' daily attendance in grades PK-5 in order to attain our goal of 98% by the end of the 2022-2023 school year **Staff Responsible for Monitoring:** Administration, SIR, Teachers, front office clerks **Action Steps:** 1.Training on attendance procedures during pre service 2.Generate A4E/PowerSchool attendance reports weekly to target students with chronic absences 3.Conduct daily check in with teacher and SIR **Title I:** 2.5	40%			

0%	No Progress	100%	Accomplished	→ Continue/Modify	✗	Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2022-2023 school year our school-wide out of school and in-school suspensions will be reduced by 25% from the previous year.

Evaluation Data Sources: Administrator feedback to teachers through observations, walkthroughs and coaching.
Teacher documentation of student discipline concerns; Parent/Teacher/Administrator conference records; HISD Connect discipline records.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement school wide PBIS discipline system and SEL curriculum based on restorative discipline practices to provide students with opportunities to self-correct and reflect to foster appropriate social skills for good conduct.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers and students spend more time on teaching and learning 25% reduction in discipline referrals from previous school year **Staff Responsible for Monitoring:** Administration, teachers, and staff **Action Steps:** 1. PBIS training designed to include school wide guidelines for classroom rules for restorative discipline 2. Monitor classrooms for SEL instruction, and observe restorative discipline practices, coaching teachers as needed. **Title I:** 2.6	60%			

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on behavior interventions that can be used in the classroom.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will spend more time on instruction and there will be a 25% reduction in discipline referrals.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers and Administrators **Action Steps:** 1. Implement restorative discipline practices campus-wide. 2. Meeting regularly with teachers to implement behavior interventions and track student behavior over time. **Title I:** 2.5	70%			

Strategy 3 Details	Reviews			
Strategy 3: Students will receive classroom SEL lessons, have access to group and individual counseling, and have opportunities to receive outside help if needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Office Visits for Discipline will be reduced by 25%. **Staff Responsible for Monitoring:** Classroom Teachers, Administrative Team, Counselor, Wraparound Specialist **Action Steps:** 1. Students will receive classroom SEL lessons 2. Students will have opportunities for individual and group counseling 3.Teachers will receive professional development focused on restorative discipline practices **Title I:** 2.5	75%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2022-2023 school year we will increase students' and staff awareness of prevention practices in Bullying, Child Abuse, Sexual Abuse and Discipline Management

Evaluation Data Sources: OneSource transcripts and/or course completion certificates

Strategy 1 Details	Reviews			
Strategy 1: Implement online professional development for students, teachers and staff to ensure awareness of prevention practices.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: To increase the safety and well being of students **Staff Responsible for Monitoring:** Administration, teachers, and staff **Action Steps:** Teachers will complete compliance training course over suicide prevention, bullying, and child abuse Teacher will attend pre-service SEL training Teachers will include SEL strategies and activities in Lesson Plans Faculty, staff, and students will participate in all safety drills **Title I:** 2.6	85%			

Strategy 2 Details	Reviews			
Strategy 2: Compliance courses on suicide prevention and follow up professional develop provided by Wraparound Specialist	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Staff will be aware how to respond to all incidents surrounding suicide **Staff Responsible for Monitoring:** Counselor, Wraparound Specialist and Administrative team **Action Steps:** Teachers will participate in professional development relating to suicide awareness **Title I:** 2.6	85%			

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Teachers, Administrators, Counselor, and Wraparound Specialist will embed Restorative discipline practices in school wide systems	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction in office referrals. Increased positive reinforcement on campus. **Staff Responsible for Monitoring:** Teacher and Counselor will embed Restorative Justice in school wide practices **Action Steps:** 1. Provide professional development on behavior interventions that can be used in the classroom. 2. Implement restorative discipline practices campus-wide. 3. Meeting regularly with teachers to implement behavior interventions and track student behavior over time **Title I:** 2.5	75%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

    Strategic Priorities:
    Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year, the performance by special education students will increase by 3 percentage points on the STAAR Reading at all levels; approaches from 75% to 78%, meets from 56% to 59% and masters from 31% to 34% based on the 2021-2022 school year.

    Evaluation Data Sources: Data from benchmarks, Renaissance 360, Progress Monitoring and weekly exit ticket trackers, STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Provide general education teachers with professional development to ensure students' IEP accommodations are implemented early and consistently in addition to the special education classroom in the content area of reading.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increased growth for special education students in reading as measured by their performance on state assessments
     Staff Responsible for Monitoring: Program Specialist, Administration, Teachers and Special Ed Department Chair
     Action Steps: Identify all campus SPED students,
                                 Ensure all teachers have their student's IEP's
 Special Education Resource teacher will coordinate, schedule, and distribute pullout schedule and provide additional classroom strategies to teachers as needed
 Identify specialized PLC dates to meet with teachers
 Provide specific training to teachers on indicators to watch for in students who may be dyslexic
 Assist teachers in deciding accommodations for Sp. Ed. students in the content area of reading
 	
 Title I:
 2.6
	75%			

Strategy 2 Details	Reviews			
Strategy 2: Provide general education teachers with professional development to ensure students' IEP accommodations are implemented early and consistently in addition to the special education classroom in the content area of mathematics.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased growth for special education students in reading as measured by their performance on state assessments **Staff Responsible for Monitoring:** Program Specialist, Administration, Teachers and Special Ed Department Chair **Action Steps:** Identify all campus SPED students, Ensure all teachers have their student's IEP's Special Education Resource teacher will coordinate, schedule, and distribute pullout schedule and provide additional classroom strategies to teachers as needed Identify specialized PLC dates to meet with teachers Provide specific training to teachers on indicators to watch for in students who may be dyslexic Assist teachers in deciding accommodations for Sp. Ed. students in the content area of mathematics **Title I:** 2.6	75%			

Strategy 3 Details	Reviews			
Strategy 3: De-escalation techniques will be applied so that the behavioral disruptions for special education students will be decreased.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, the number of behavioral disruptions of special education students will be decreased by 25% **Staff Responsible for Monitoring:** Administration, teachers, SPED teachers, SPED teacher assistants, and staff **Action Steps:** 1)CPI Training for special Education Teachers and Staff 2)Restorative Circle Professional Development for Teachers 3)Behavioral Tracking for students 4)Behavioral Intervention Plans will be created for identified students with behavioral concerns 5) RTI Behavior meetings will take place. 6)A system of incentives and rewards will be implemented. **Title I:** 2.5	75%			

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year we will increase the yearly progress of our ELL population on TELPAS by 10% in Grades 2 through 4.

Evaluation Data Sources: Data tracking reports from writing samples administered every two weeks
Data tracking results from vocabulary assessments every two weeks
Data tracking results from TELPAS Released Reading Exams

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily ESL instruction focused on the components of Listening, Speaking, Reading and Writing and Science (English) instruction with fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in EL students growth in English language acquisition in the domains of Listening, Speaking, Reading and Writing **Staff Responsible for Monitoring:** Teachers, Administrators and Sheltered Instruction Coach **Action Steps:** 1.Teachers will be trained using Sheltered Instructional strategies 2. Ongoing PD related to strategies to address the learning styles of EL students 3. PLCs - Review and share best practice for increasing student achievement in EL students **Title I:** 2.6	75%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will identify their EL students, provide them with targeted and specific interventions, be familiar with PLDs and and implement ESL instruction with fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in EL students growth in English language acquisition in the domains of Listening, Speaking, Reading and Writing **Staff Responsible for Monitoring:** Teachers, Administrators and Sheltered Instruction Coach **Action Steps:** 1) Provide teachers with necessary PD for effective first instruction 2) Provide teachers with PD in small group interventions 3) Identify specialized PLC dates to meet with teachers for Sheltered Instruction training 4) Monitor ESL blocks for fidelity of implementation **Title I:** 2.6	75%			

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize weekly data checkpoints to collaborate during PLC meetings to analyze students' progress in reading, writing, listening and speaking to ensure students are able to achieve targeted outcomes	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in EL students growth in English language acquisition in the domains of Listening, Speaking, Reading and Writing **Staff Responsible for Monitoring:** Teachers and Administrators **Action Steps:** 1. Individual data conferences with teachers 2. Provide PLDs to teachers in advance to ensure teachers review and utilize them 3. Provide teachers with standardized reading and writing data trackers and ensure teachers are correctly and consistently updating the trackers 4. Teachers will identify students who are not showing growth or are digressing and target them for interventions **Title I:** 2.6	75%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year we will increase our family and community engagement through planned school events.

Evaluation Data Sources: Number and variety of attendees (Sign-in sheets) from various campus based events for parents
Attendance rates, community sponsorships and participation in campus based events

Strategy 1 Details	Reviews			
Strategy 1: Implement school and community STEAM and literacy nights where parents are instructed on ways to support school efforts at home.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase our family and community engagement through planned school events. **Staff Responsible for Monitoring:** Administrators, Teachers, PTO **Action Steps:** 1) Plan STEAM and Literacy Nights 2) Grade level STEAM projects/Science Fair 3) Continue FACE partnership with HISD to maintain Family Friendly status **Title I:** 4.1, 4.2	85%			

Strategy 2 Details	Reviews			
Strategy 2: Implement school and community opportunities for learning, exploration, and leisure such as parent classes focused on academics, language acquisition and career training.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase our family and community engagement through planned school events. **Staff Responsible for Monitoring:** Administrators, Teachers, Non-instructional staff, PTO **Action Steps:** 1. Open House & Title I Parent Meetings 2. Ensure information is distributed on all free programs for parents to learn English, to receive free vaccines, counseling and various parenting and career classes 3. Continue FACE partnership with HISD to maintain Family Friendly status **Title I:** 4.1, 4.2	85%			

Strategy 3 Details	Reviews			
Strategy 3: Parent Engagement Coordinator will plan and coordinate building relationship activities for students and families	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parents will learn ways to help their children at home through targeted PD. **Staff Responsible for Monitoring:** Parent Engagement Coordinator, Wraparound Specialist, PTO and Administrative Team **Action Steps:** 1. Plan and coordinate family events. 2. Distribute training materials for parents. 3. Provide parents with training opportunities. 4. Provide parents with opportunities to watch a recorded session if they missed the trainings. 5. Family and student learning opportunities through Family Math Night, Family Literacy Night, and other school-wide activities. **Title I:** 4.1, 4.2	90%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Evaluation Data Sources: Immunization data entry and state reporting system
SCHOOL NURSE: Jenny Schwartz
Estimated number of students to be screened: 761

Strategy 1 Details	Reviews			
Strategy 1: Provide school nurse with support to ensure immunizations data are complete.	Formative			Summative
Strategy's Expected Result/Impact: Have 100% completion.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: School Nurse and Administrator	90%			
Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources				
Strategy 2 Details	Reviews			
Strategy 2: Provide school nurse with support to ensure vision data are complete.	Formative			Summative
Strategy's Expected Result/Impact: Have 100% completion.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: School Nurse and Administrator	90%			
Action Steps: 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources				

Strategy 3 Details	Reviews			
Strategy 3: Provide school nurse with support to ensure hearing screening data are complete.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Have 100% completion.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Nurse and Administrator **Action Steps:** 1. Create a schedule for monitoring and completion 2. Monitor enrollment records to ensure completion of required vaccinations 3. Provide parents with access to community based medical resources	90%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2022-2023 school year we will increase our students and families health and well being through planned school events and community health partners.

Evaluation Data Sources: Number and variety of attendees (Sign-in sheets) from various campus based events for parents
Attendance rates, community sponsorships and participation in campus based events

Strategy 1 Details	Reviews			
Strategy 1: Implement school and community opportunities focused on health and well being	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase our students and families health and well being through planned school events and community health partners.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: School Nurse, Administrators, Teachers, PTO and Staff **Action Steps:** School nurse coordinates annual vision and hearing screenings School nurse's partnership with Texas Children's Hospital onsite mobile clinic for parents/students (monthly) Ensure information is distributed on all free programs for parents related to physical and mental health through Wraparound specialist **Title I:** 4.2	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Increased opportunities for families to have access to affordable health care through a partnership with TCH mobile clinic.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce the number of families requiring basic health care	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Nurse, Teachers, and Administration **Action Steps:** 1. Nurse will coordinate site visits with TCH representative 2. Campus will provide area for monthly site visits 3. Call out, flyers and campus website to advertise monthly health clinics **Title I:** 4.2	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Increased opportunities for families to have access to nutritious meals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce the number of families requiring food assistance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wraparound Specialist, Nurse, Teacher and Administrators **Action Steps:** 1. Wraparound Specialist will coordinate with Houston Food Bank (FFV) and Brighter Bites organization 2. Campus will provide an area for food storage and distribution 3. Teachers and families will be able to complete SAFs to be processed by Wraparound Specialist 4. Flyers and campus website will be used to notify families of food distribution dates and times **Title I:** 4.2	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 119 Brookline Elementary School

Total SCE Funds: $36,930.00
Total FTEs Funded by SCE: 0.38
Brief Description of SCE Services and/or Programs

Reading interventionist to work with fourth and fifth grade students to clos current achievement gaps through targeted small group instructional support.

Personnel for 119 Brookline Elementary School

Name	Position	FTE
Donna Anderson	Teacher, Hourly	0.38

Title I Personnel

Name	Position	Program	FTE
Bianca Beal	Teacher, Class Size Reduction ESL-Ttl1	ESL	100%
Laura Sabillon	Teacher, Class Size Reduction Bil-Ttl1	Kindergarten	100%