

# EXECUTIVE SUMMARY

## SCHOOL IMPROVEMENT PLAN: 2021-2022

**Campus Name: 114 Braeburn Elementary School**

**Campus#: 114**

**Principal: Amanda Rodgers**

**School Office: ESO1**

### **Executive Summary:**

Braeburn Elementary serves students in the Gulfton neighborhood of Southwest Houston. Braeburn Elementary has a shared mission to do “whatever it takes” to meet the needs of all our students. Our students are mostly economically disadvantaged (96%) and English language learners (70%). Our student population is 91% Hispanic and 8% African American. The past three school years have been a testament to our strong school community, as we were flooded and displaced by Hurricane Harvey. Throughout the relocation and the many challenges, our staff, families, and students worked together, and we were able to earn a “B” accountability rating with a distinction in mathematics. We moved into our new school building in our home neighborhood in August, 2020.

In the most recent year in which we received a rating, Braeburn met standard in all TEA domains with scores of 74 in Domain 1-student achievement, 84 in Domain 2- relative performance, and 80 in Domain 3-closing the gaps. Strengths included overall math performance and a 12% increase in the 4th grade writing passing percentage over the year prior. Areas for growth include 5th grade science scores and reading performance across all grade levels, as measured by STAAR and Renaissance. Additionally, we are targeting a diagnosed weakness in the percentage of students meeting their annual TELPAS growth goal.

In order to improve our student achievement, we have developed the following school improvement goals. First, in regards to HB3 and early childhood education, we have set a goal that by September 2021, the percentage of students reading at/above grade level according to Renaissance will increase to 30% and the percentage of students at/above grade level on math will increase to 60%. For the STAAR-tested grades, we have also set a goal that 40% of students will reach “meets” on the Reading STAAR, 60% will reach “meets” on Math STAAR, and 45% will reach “meets” on Science STAAR. Further, for our special education students, we have set a goal that 55% of them will reach meets on Reading STAAR. We have also set a goal for our special population of African American/Black ELs: the percentage of those students reaching “meets” on STAAR reading should increase to 33% for reading and on STAAR math to 54%, bringing the performance of that group in line with that of our broader EL special population. All of these percentages would represent a significant increase, pushing us toward our overall goal of reaching an A in the TEA Accountability System. To ensure that our students are on the path to college-and-career readiness, we will ensure that 100% of students gain exposure to career opportunities through classroom career visits. To support all of the above goals, we will also have a goal to increase average daily attendance to 98%, to maintain our near-zero level of in-school and out-of-school suspensions, and to ensure that 100% of students understand what bullying is and how to report it.

**Major Strategies and Initiatives Summary:** We will continue our focus on IAT and using interventions to support student learning and close gaps, particularly in reading. We will maintain the new, more systematized IAT meeting structure we developed last year, which allowed us to more effectively track students in RTI. We will also layer in the new documentation tools provided by HISD. In addition to training teachers to increase their capacity to do interventions, we will continue to strategically use school personnel to provide small-group support, interventions, and Saturday tutorials to meet students’ needs. Wraparound services will be expanded this year to better support students' non-academic needs.