

**Houston Independent School District**  
**114 Braeburn Elementary School**  
**2021-2022 Campus Improvement Plan**



# Value Statement

We PICK Braeburn!

**P**erseverence

**I**ntegrity

**C**reativity

**K**indness

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Braeburn Elementary School is located at 5550 Pine St. in the Gulfton neighborhood of Southwest Houston. Previously, we have had an enrollment of approximately 950 students, but in the wake of Harvey and multiple campus relocations, our enrollment currently decreased to less than 630. We have been at our new building since August 2020 and have increased our enrollment to 755 currently. Nearly all students (96%) are economically disadvantaged. The student population consists of 91% Hispanic students, 6% African American students, and 1% each of Asian and White students. Almost all of our students speak more than one language, and 75% of our students meet the qualifications to be considered English Learners and receive ESL or bilingual instruction. Finally, 8% of our students receive special education services.

### Demographics Strengths

Enrollment is increasing at a slow pace, allowing existing staff to hire and develop new staff with intention. This allows the campus to maintain its defining characteristics of teamwork, friendliness, investment in the community, and determination.

ELs- goal is for our students to be bilingual. Many of our students struggle with STAAR and all grade level summative assessments as they begin the transition to English instruction, but we see consistent growth between students' scores from 3rd grade to 5th grade.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1 (Prioritized):** Parent involvement and investment has dwindled in all types of activities. **Root Cause:** Because we were located miles away from our home campus for 3 years during construction and are now limiting visitors due to the pandemic, parent participation has been more difficult.

# Student Learning

## Student Learning Summary

Braeburn students have historically struggled with literacy, both comprehension and reading levels. Students consistently score below grade level at all grade levels in literacy tests.

As portrayed in the chart below, the percentage of students at urgent intervention increases as students get older.

	Urgent Intervention		Intervention		On Watch		At/Above Benchmark	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
K	30%	100%	15%	0%	12%	0%	43%	0%
1st	22%	8%	18%	15%	15%	18%	45%	59%
2nd	35%	23%	25%	13%	10%	20%	30%	44%
3rd	49%	26%	19%	22%	8%	16%	24%	36%
4th	54%	34%	18%	15%	9%	11%	19%	40%
5th	48%	28%	25%	19%	11%	5%	16%	48%

## Student Learning Strengths

Students are performing better in math than literacy assessments, as demonstrated on the universal screener and STAAR.

Additionally, a strength in the school data is that rates for students to score at Meets and Masters increases each year from 3rd-5th grade, suggesting that content and language teaching (for our EL students transitioning in 3rd grade) is strong and pushes students to think critically and to apply learning in new situations.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** While students show growth annually, they are not, as a whole, are not scoring on grade level. **Root Cause:** Students are coming into 3rd grade reading well below grade level.

# School Processes & Programs

## School Processes & Programs Summary

### Instructional-

- Commit to biweekly, multi-level PLC meetings that will include at-bats, learning, data reflection, and planning.
- Time built in for small group instruction and interventions.
- Professional learning will focus on strong first teach and time for students to practice and apply new learning.
- Students will engage in 45 minutes of Imagine Learning each day.

### Curricular-

- All levels and contents will follow the HISD unit planning guides and administer snapshots on schedule
- Guided reading resources- Scholastic
- Math- Everyday Counts Calendar, Kathy Richardson, Ric a Rac
- Skill review- Countdown to STAAR, Think Up, STAAR Ready

### Personnel-

- Actively recruit by hosting student teachers each semester
- Retain highly qualified teachers through frequent opportunities for feedback and check-ins with admin
- We actively engage highly effective staff in conversations surrounding what they are looking for in next steps and how we can help develop these skills and provide opportunities.
- We provide frequent encouragement through weekly shoutouts in the staff newsletter, individualized notes/emails, small treats to say thank you, and mentor support, expectations are clear and deadlines are reasonable
- Prioritize having resources available for teachers (copies, clerk to copy and laminate, printers, manipulatives, classroom libraries)
- Interviews include teachers and role play scenario as well as probing about ability to problem solve in stressful situations

### Organizational-

- Emphasize consistent systems so that students are safe and learning time is maximized
- Systems for support with wraparound, counseling, discipline concerns, translation needs are easily accessible to teachers and staff
- Frequent communication with parents about things that are working and need to be streamlined (callouts, Dojo, Facebook)

### Administrative-

- Meet frequently to discuss student concerns, current projects, and to gather ideas
- Detailed communication allows for support from fellow administrators if a situation requires additional assistance

- Role play difficult conversations with teachers and staff before the actual meeting
- Regularly sit in on meetings and conferences of other administrators to have the opportunities for modeling and providing feedback

### **School Processes & Programs Strengths**

Braeburn has relied on strong systems and staff continuity to help maintain consistency in the last 4 years through 3 moves.

Consistent leadership on the admin and front office team help keep the school's systems tight and aligned.

Neuhaus is used for ESL and literacy support. This partnership began 8 years ago and is now an integrated part of the school's identity.

### **Problems of Practice Identifying School Processes & Programs Needs**

**Problem of Practice 1 (Prioritized):** Even though we have a strong reputation in the neighborhood, we still lose students and families to the charter school across the street. **Root Cause:** Families who don't have a direct connection with Braeburn choose other schools.

# Perceptions

## Perceptions Summary

Braeburn is a welcoming environment for all families, students, staff, and visitors.

Our forward facing staff (front office clerks, wraparound, administration) work with a customer service mindset. Staff work to know our families and what is going on in their lives. Front office staff has a low turn over (Our newest employee has been with us for four years.) which helps parents feel comfortable.

Staff use Dojo, phone calls, and conferences to keep in communication with parents and families.

All staff take responsibility for student well-being. Whether a teacher or a support staff, whether you know the student or not, all are encouraged to praise and redirect students when seeing behaviors that warrant attention.

Additionally, all employees are included in every incentive or gift that is organized (teacher appreciation, catered meals, shirts, snack breaks, etc) throughout the year. It is vital that all staff recognize the value of each role in helping the school run smoothly: from our custodians to our nutrition staff to our admin team and everyone in between.

## Perceptions Strengths

Braeburn enjoys a favorable reputation in the neighborhood. We have almost 100 students on transfers because they want to continue coming to Braeburn even after they move. We have people who send their children to Braeburn and appreciate that the fabric of the school remains consistent. We are known for having strong customer service, ESL supports, consistent staff, and a desire to help in the community.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1 (Prioritized):** We need to recruit more students in PK and K to systematically increase enrollment in a predictable pattern. **Root Cause:** Parents are hesitant to send younger students to school during the pandemic.



# Priority Problems of Practice

**Problem of Practice 2:** Parent involvement and investment has dwindled in all types of activities.

**Root Cause 2:** Because we were located miles away from our home campus for 3 years during construction and are now limiting visitors due to the pandemic, parent participation has been more difficult.

**Problem of Practice 2 Areas:** Demographics

**Problem of Practice 1:** While students show growth annually, they are not, as a whole, are not scoring on grade level.

**Root Cause 1:** Students are coming into 3rd grade reading well below grade level.

**Problem of Practice 1 Areas:** Student Learning

**Problem of Practice 3:** Even though we have a strong reputation in the neighborhood, we still lose students and families to the charter school across the street.

**Root Cause 3:** Families who don't have a direct connection with Braeburn choose other schools.

**Problem of Practice 3 Areas:** School Processes & Programs

**Problem of Practice 4:** We need to recruit more students in PK and K to systematically increase enrollment in a predictable pattern.

**Root Cause 4:** Parents are hesitant to send younger students to school during the pandemic.

**Problem of Practice 4 Areas:** Perceptions

# Board Goals

**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** Increase the percentage of students reaching "meets grade level" on STAAR reading from 15% to 23%

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of reading teachers will participate in monthly IAT meetings and come prepared with data <b>Evaluation Data Sources:</b> IAT documentation <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Schedule for all IAT meetings to monitor student progress and documentation set before the year begins. IAT tracker shared with staff, updated weekly by teachers, monitored monthly by IAT campus chair.

**Strategy's Expected Result/Impact:** By sending out schedule of meetings, with agenda, before the year begins, we are setting clear expectations that we all will follow up with.

**Staff Responsible for Monitoring:** Chelsea Guercio (IAT Campus Liaison), Michelle Cuevas (AP), Amanda Rodgers (Principal)

**Action Steps:** calendar sent out for all year's meetings (Guercio), Data tracker and Interventions tracker sent out (Cuevas and Rodgers)

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy**

## Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> While students show growth annually, they are not, as a whole, are not scoring on grade level. <b>Root Cause:</b> Students are coming into 3rd grade reading well below grade level.

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> 100% of Tier II and Tier III RTI students will receive the minimum number of required intervention minutes weekly <b>Evaluation Data Sources:</b> IAT documentation, Imagine reports (minutes and lessons passed)	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** A 45 minute block will be scheduled into the master schedule for all students K-5. Students will engage in Imagine or work in small group with a staff member.

**Strategy's Expected Result/Impact:** Students will engage with Imagine curriculum across content areas to receive intervention on their level. Students will be able to show more than 1 year of growth, thereby working to close the achievement gap.

**Staff Responsible for Monitoring:** Tamika Richardson, Michelle Cuevas, Amanda Rodgers, Chelsea Guercio

**Action Steps:** time allotted in master schedule, teachers trained on Imagine and expectations

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> 80% of students will pass the recommended number of lessons in both Imagine Reading/Language and Imagine Math by EOY, prior to taking summative assessments (STAAR or EOY district assessment).  <b>Evaluation Data Sources:</b> Imagine Lessons passed via reports <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 1:** We will track lessons passed at a school wide level. Progress will be posted in the halls and we will provide monthly incentives to all students who meet the goal for the month.

**Strategy's Expected Result/Impact:** Extra incentives and monitoring will help motivate and excited students to do their best while engaged in Imagine, increasing the number of lessons passed.

**Staff Responsible for Monitoring:** Tamika Richardson, Chelsea Guercio

**Action Steps:** Flyer will go home monthly with a reminder of the goal and an announcement of the monthly incentive. Charts will be made and posted outside classrooms to facilitate charting student progress.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Board Goal 2: MATH** 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1:** Increase the percentage of students reaching "meets" from 17%to 25%.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of teachers' lesson plans and formative assessments will be aligned to rigor of STAAR <b>Evaluation Data Sources:</b> district snapshots, unit planning guide, STAAR aligned resources (such as Countdown to STAAR and Think UP) <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** PD at beginning of the year will review lesson plans for each content/grade and compile list of "approved" resources as a PLC. Planning PLC meetings will work with PLC members to select resources to teach/reteach specific TEKS from the selected resources.

**Strategy's Expected Result/Impact:** By raising the rigor within lesson plans and formative assessments, the rigor of teaching will also be raised to more closely align with the summative assessments students are expected to pass in May.

**Staff Responsible for Monitoring:** Tamika Richardson (Teacher Specialist), Thelma Roman (Teacher Specialist), Michelle Cuevas (AP), Amanda Rodgers (Principal)

**Action Steps:** 1. PLC leads run PLC on use of selected resources and how to incorporate into block routine.  
2. PLC leaders model lessons  
3. Appraisers monitor use by observing at prescribed times.

**Title I Schoolwide Elements:** 2.4 - Comprehensive Support Strategy

### Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> While students show growth annually, they are not, as a whole, are not scoring on grade level. <b>Root Cause:</b> Students are coming into 3rd grade reading well below grade level.

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> 80% of students will pass the recommended number of lessons in both Imagine Reading/Language and Imagine Math by EOY, prior to taking summative assessments (STAAR or EOY district assessment). <b>Evaluation Data Sources:</b> Imagine Lessons passed via reports <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** We will track lessons passed at a school wide level. Progress will be posted in the halls and we will provide monthly incentives to all students who meet the goal for the month.

**Strategy's Expected Result/Impact:** Extra incentives and monitoring will help motivate and excited students to do their best while engaged in Imagine, increasing the number of lessons passed.

**Staff Responsible for Monitoring:** Tamika Richardson, Chelsea Guercio

**Action Steps:** Flyer will go home monthly with a reminder of the goal and an announcement of the monthly incentive. Charts will be made and posted outside classrooms to facilitate charting student progress.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> 100% of Tier II and Tier III RTI students will receive the minimum number of required intervention minutes weekly. <b>Evaluation Data Sources:</b> Imagine minutes usage report <b>HB3 Board Goal</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 1:** A 45 minute block will be scheduled into the master schedule for all students K-5. Students will engage in Imagine or work in small group with a staff member.

**Strategy's Expected Result/Impact:** Students will engage with Imagine curriculum across content areas to receive intervention on their level. Students will be able to show more than 1 year of growth, thereby working to close the achievement gap.

**Staff Responsible for Monitoring:** Tamika Richardson, Michelle Cuevas, Amanda Rodgers, Chelsea Guercio

**Action Steps:** time allotted in master schedule, teachers trained on Imagine and expectations

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 1:** Braeburn will maintain Domain 1 of the state accountability system score from the 2018 score (C- 74).

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of students in grades 1-5 will complete all district snapshots in reading and math online with their appropriate designated supports. <b>Evaluation Data Sources:</b> On Track reports	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Campus Formative Assessment Coordinator (FAC) will "push" snapshots to student accounts in OnTrack and assign the correct designated supports for each student. Teachers will complete a data tracker to discuss in PLC and/or with admin.

**Strategy's Expected Result/Impact:** By preparing all settings in student accounts, teachers and students are set up for success in completing all assessments, a

**Action Steps:** -dates set on campus calendar for all assessments  
 -data trackers for all teachers  
 -PLC meetings scheduled with agenda time allowed for data talks  
 -scheduled admin conferences for data discussions

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> 100% of students will set personal goals for district snapshots and track progress in grades 3-5. <b>Evaluation Data Sources:</b> student data folders or charts, teacher data conferences during PLC and with admin	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** Teachers will meet with each student to set a goal for each snapshot based on reasonable growth from previous data.

**Strategy's Expected Result/Impact:** Students will have an attainable goal to reach for with each assessment to monitor growth and have a goal to work toward. This will help students increase personal responsibility and motivation.

**Staff Responsible for Monitoring:** Tamika Richardson, Michelle Cuevas, Thelma Roman, Amanda Rodgers

**Action Steps:** Goal chart passed out to teachers for students to use. Admin will monitor students who meet their goal each time.

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Each homeroom will average a 74 using the same method for calculation used for Domain 1 via TEA. <b>Evaluation Data Sources:</b> OnTrack data reports for each campus snapshot	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** Leadership will meet with teachers about each homeroom's data, looking at which students need to raise performance for the homeroom to get to the target score of 74%. (If each homeroom with the target score, the campus will make the target score.)

**Strategy's Expected Result/Impact:** By meeting with teachers and using a consistent target, teachers will be able to hone in on specific student scores that need to be improved.

**Staff Responsible for Monitoring:** Tamika Richardson, Michelle Cuevas, Thelma Roman, Amanda Rodgers

**Action Steps:** Provide teachers with data tracker and steps for calculation, calendar meeting dates dependent on snapshot dates for each content

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Board Goal 4: CLOSING THE GAPS** 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

**Goal 1:** Students receiving special education services will score at grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading. The scores in the meets level will increase from 20% to 28%.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 100% Students receiving special education services will document their reading level progress in their data folders. <b>Evaluation Data Sources:</b> Ren 360 reports, Imagine reports (lessons passed and minutes used), BRR data	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Strategy 1:** Students will use a bar graph to record their progress on their reading level with the grade level goal highlighted as the student goal by EOY.

**Strategy's Expected Result/Impact:** increase student motivation and accountability for progress

**Staff Responsible for Monitoring:** Jeffrey Mulvihill, Thelma Roman

**Action Steps:** bar graph templates will be created and passed out in data folders for each student

**Title I Schoolwide Elements:** 2.6

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> 100% of students receiving special education services will track their progress on snapshots toward their individual goals. <b>Evaluation Data Sources:</b> district snapshots in OnTrack <b>HB3 Board Goal</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Strategy 1:** 100% of students will use a bar graph to record their progress on their snapshot scores with the student's individual goal highlighted as the student goal by EOY.





**Strategy's Expected Result/Impact:** Students will use a bar graph to record their progress on their reading level with the grade level goal highlighted as the student goal by EOY.

**Staff Responsible for Monitoring:** Jeffrey Mulvihill, Thelma Roman

**Action Steps:** bar graph templates will be created and passed out in data folders for each student

**Title I Schoolwide Elements:** 2.4, 2.6



Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> 100% of students receiving special education services will engage in at least 120 minutes of Imagine Reading each week, passing a minimum of 30 reading lessons during the year. <b>Evaluation Data Sources:</b> Imagine Reading reports <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** 100% of students receiving special education services will participate in schoolwide intervention block each afternoon and track progress with homeroom teacher as well as content reading teacher.

**Strategy's Expected Result/Impact:** Students will engage with Imagine curriculum across content areas to receive intervention on their level. Students will be able to show more than 1 year of growth, thereby working to close the achievement gap.

**Staff Responsible for Monitoring:** Tamika Richardson, Michelle Cuevas, Amanda Rodgers, Chelsea Guercio, Jeffrey Mulvihill

**Action Steps:** time allotted in master schedule, teachers trained on Imagine and expectations

**Title I Schoolwide Elements:** 2.4, 2.6

## Board Goal 5: N/A - Additional Campus Goals

### Goal 1: ATTENDANCE

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

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 1:</b> Braeburn will monitor and log parent communication for 100% of students with more than 8 non-Covid related absences. 100% of students with 10 or more non-Covid related absences will be on an attendance contract. <b>Evaluation Data Sources:</b> Attendance report, campus based quarantine report				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Campus attendance committee will meet bi-weekly to monitor student attendance and parent communication logs.

**Strategy's Expected Result/Impact:** The attendance committee consists of SIR, wraparound, classroom teachers, admin, counselor. This allows for a multi-disciplinary approach to identifying and addressing the root cause of chronic absenteeism.

**Staff Responsible for Monitoring:** Idania Arias, Iveth Reyes, Norma Sosa, Amanda Rodgers, Juan DeLeon

**Action Steps:** set meetings on calendar, take notes of communications and next steps

**Title I Schoolwide Elements:** 2.6, 3.2

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2:** DISCIPLINE

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

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Braeburn will maintain a low level of discipline incidents needing to be documented in Connect. (<3 incidents) <b>Evaluation Data Sources:</b> Connect discipline reports	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Lead teacher, Wraparound Specialist, and Counselor will meet bi-weekly to discuss students with potentially habitual or increasing discipline concerns to discuss possible root causes and select next steps aiming to prevent continuing concerns.

**Strategy's Expected Result/Impact:** By taking a proactive approach, ongoing discipline concerns and severe incidents will remain low.

**Staff Responsible for Monitoring:** Juan DeLeon, Norma Sosa, Iveth Reyes

**Action Steps:** Calendar meetings, set recurring agenda, create monitoring tool to document

**Title I Schoolwide Elements:** 2.6

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION

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

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Students will receive at least 2 character ed lessons each month focused on increasing positive interactions and decreasing dangerous behaviors. <b>Evaluation Data Sources:</b> Number of counselor reports regarding on campus concerns	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Counselor or Wraparound Specialist will lead students through lessons focused on skills that develop interpersonal skills (empathy, kindness, forgiveness, friendship, conflict resolution, etc) and personal development skills (anger management, breathing, stress management, physical wellbeing, importance of sleep and activity, positive self talk, etc).

**Strategy's Expected Result/Impact:** Students will learn how to be a responsible member of a diverse community, adding to the goal of creating well-rounded global citizens.

**Staff Responsible for Monitoring:** Norma Sosa, Iveth Reyes

**Action Steps:** Character lessons scheduled during library ancillary biweekly

**Title I Schoolwide Elements:** 2.5, 2.6

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4:** SPECIAL EDUCATION

**Strategic Priorities:** Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of students receiving special education services will receive regular progress reports toward their IEP goals. <b>Evaluation Data Sources:</b> Easy IEP reports	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Special Education teachers will generate and send home reports that share student progress toward IEP goals. Parents will sign or acknowledge receipt (through Dojo).

**Strategy's Expected Result/Impact:** Teachers and parents will have stronger and more frequent communication regarding student academic progress (rather than focusing on student behavior and effort).

**Staff Responsible for Monitoring:** Mercy Perez, Jeffery Mulvihill, Anh Lam, Aimee Oettli, Thelma Roman





**Action Steps:** Calendar reminders sent for all teachers of when to generate and send progress reports.

**Title I Schoolwide Elements:** 2.4, 2.6

**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, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of Braeburn students in grades PK-3 grade will receive instruction in Neuhaus to strengthen students' ESL skills. <b>Evaluation Data Sources:</b> TELPAS yearly growth, Imagine literacy scores for bilingual students (taken in English) <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Strategy 1:** Train new teachers in necessary Neuhaus programs, schedule biweekly PLC meetings, coach from Neuhaus to hone instructional practices for new and continuing teachers

**Strategy's Expected Result/Impact:** Teacher instructional skill level will be more efficient and precise leading to higher levels of English language development for students.

**Staff Responsible for Monitoring:** Michelle Cuevas, Amanda Rodgers

**Action Steps:** PLC meetings scheduled on school calendar, coaching visits established, trainings booked

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Increase parent involvement by continuing to host monthly virtual meetings and adding at least 3 in person events second semester. We will continue hosting the Mobile Clinic biweekly for immunizations, wellness visits, and sick visits. <b>Evaluation Data Sources:</b> Title 1 parent logs, SAF forms involving parents	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Title 1 parent meetings and principal meetings will be hosted through Teams with day and evening times available for all parents to attend. Additionally, the Wraparound Specialist will schedule a parenting class, a nutrition class focused on adding produce to daily meals, and a resource event (clothes, toiletry, food, hygiene needs)

**Strategy's Expected Result/Impact:** Parents and families will increase the numbers of connections with Braeburn throughout the year, leading to a stronger connection between school and family.

**Staff Responsible for Monitoring:** Juan DeLeon, Sara Smart, Norma Sosa, Iveth Reyes, Amanda Rodgers

**Action Steps:** Meetings and events set on calendar, announced on Dojo and Facebook for parents, coordinate with outside organizations to host classes

**Title I Schoolwide Elements:** 2.5, 2.6, 3.1, 3.2

**Board Goal 5:** N/A - Additional Campus Goals**Goal 7:** MANDATED HEALTH SERVICES

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.

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

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. <b>Evaluation Data Sources:</b> Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Sara Smart Estimated number of students to be screened: 775 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Nurse will maintain log of students needing immunizations throughout the year. Front Office staff will help with communications to parents.

**Strategy's Expected Result/Impact:** Braeburn will maintain a 98% or higher immunization rate.

**Staff Responsible for Monitoring:** Sara Smart, Idania Arias, Marlene Gonzalez

**Action Steps:** Front office staff will be trained on how to communicate and follow up with parents. Communication log will be created and shared for clerks and nurse to utilize. Form letters will be created and copied for written communication preparation.

**Title I Schoolwide Elements:** 2.6

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Vision screening records for all applicable students completed by SCHOOL NURSE: Sara Smart Estimated number of students to be screened: 500 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Target months will be scheduled to have majority of routine screenings completed. Alternate place will be set up and nurse will receive clinic coverage in order to complete screenings outside of clinic.

**Strategy's Expected Result/Impact:** Screenings will be completed on time

**Staff Responsible for Monitoring:** Sara Smart, Karen Ruiz, Amanda Rodgers



**Action Steps:** calendar internal dates, assign alternate place, assign clinic coverage

**Title I Schoolwide Elements:** 2.6

Measurable Objective 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 3:</b> HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Sara Smart Estimated number of students to be screened: 500 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.				

**Strategy 1:** Target months will be scheduled to have majority of routine screenings completed. Alternate place will be set up and nurse will receive clinic coverage in order to complete screenings outside of clinic.

**Strategy's Expected Result/Impact:** Screenings will be completed on time

**Staff Responsible for Monitoring:** Sara Smart, Karen Ruiz, Amanda Rodgers

**Action Steps:** calendar internal dates, assign alternate place, assign clinic coverage

**Title I Schoolwide Elements:** 2.6

Measurable Objective 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 4:</b> TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Sara Smart Estimated number of students to be screened: 300 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.				

**Strategy 1:** Target months will be scheduled to have majority of routine screenings completed. Alternate place will be set up and nurse will receive clinic coverage in order to complete screenings outside of clinic.

**Strategy's Expected Result/Impact:** Screenings will be completed on time

**Staff Responsible for Monitoring:** Sara Smart, Karen Ruiz, Amanda Rodgers

**Action Steps:** calendar internal dates, assign alternate place, assign clinic coverage

**Title I Schoolwide Elements:** 2.6

Measurable Objective 5 Details	Reviews			
<b>Measurable Objective 5:</b> SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. <b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: NA Estimated number of students to be screened: NA Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
<b>Measurable Objective 6:</b> MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE: School Nurse/Health Wellness Team- Sara Smart, Juan DeLeon, Iveth Reyes, Karen Ruiz Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** Nurse will create a chart with pertinent information and times. All backup staff will be trained of location of chart and notified as soon as team is aware nurse will be off campus.

**Strategy's Expected Result/Impact:** All medications will be administered on time, according to directions

**Staff Responsible for Monitoring:** Sara Smart, Amanda Rodgers

**Action Steps:** Chart created, cabinet labeled, key kept in a known location, system for nurse informing administration of absence or other duty

**Title I Schoolwide Elements:** 2.6

Measurable Objective 7 Details	Reviews			
<b>Measurable Objective 7:</b> AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE who is certified in CPR/AED: Sara Smart Number of AEDs on campus: 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** AED check will happen monthly on the same day as the fire drill (on school calendar)

**Strategy's Expected Result/Impact:** All equipment will be in working order at all times.

**Staff Responsible for Monitoring:** Sara Smart

**Action Steps:** Create and maintain log that will be turned in EOY. Post in nurse's office.

**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 Details	Reviews			
<b>Measurable Objective 1:</b> 100% of K-5 students will receive a minimum of 6 health lessons throughout the course of the year designed to focus on the importance of a healthy lifestyle and prevention of health risks. <b>Evaluation Data Sources:</b> Health lessons embedded in PE lesson plan for each rotation	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Mr. Thornborrow, PE teacher, will work with school nurse to design and lead lessons on highest need topics for students.

**Strategy's Expected Result/Impact:** Students will have a higher awareness of the ways to stay healthy.

**Staff Responsible for Monitoring:** Rob Thornborrow, Sara Smart, Amanda Rodgers

**Action Steps:** Schedule health lesson plans on a per rotation basis.

**Title I Schoolwide Elements:** 2.6

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET (If applicable)

# State Compensatory

## Budget for 114 Braeburn Elementary School

**Total SCE Funds:** \$249,739.13

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

At Braeburn Elementary, we utilize our State Compensatory funds to pay for extra duty pay for staff that provide tutorials for students identified as at risk. We also utilize these funds to purchase the instructional materials needed in the tutorials.

## Personnel for 114 Braeburn Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Butler, Sandra Combs	Tchr, ESL EC-4	1
Laws, Camille Brianne	Tchr, ESL Elementary	1
Scoppa, Matias	Tchr, Bilingual EC-4	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the principal, Amanda Rodgers.

For the 2018-2019 school year, the last year we received a rating, Braeburn met standard overall and in all TEA domains. Braeburn earned a distinction in mathematics. In the Student Achievement component, Braeburn scored a C (74). In order to bring this up to a B for next year, we will need to increase the percentage of students reaching masters and meets. Though our masters percentage for the 2019 year (22%) was slightly above the District average, our meets percentage (41%) was below the District average. In the School Progress component, the higher of the two sub-components for Braeburn was relative performance, within the comparison category of similar schools with economically disadvantaged percentages between 98.1 and 99 (Braeburn's economically disadvantaged percentage is 98.4%). Our relative performance sub-component score was 84. Our score for the other School Progress sub-component, academic growth, was an 80. For the third component, Closing the Gaps, Braeburn scored an 80. When digging into this data, the factor that held Braeburn back in this component was that we received a 58 out of 100 for "grade level performance." Had more students reached the "meets grade level" threshold rather than simply "approaches grade level," this score would have been higher, leading to an overall higher score for Closing the Gaps. Strong points in our data included high overall performance in mathematics, with 83% of students reaching approaches or higher and 54% reaching meets or higher on STAAR. Additionally, our 4th grade writing scores showed a significant improvement from the year prior, with 67% of our students reaching the approaches standard on STAAR, as opposed to 55% the year before. Additionally, STAAR-Alt continued to be a strength for our campus, as 100% of students in our Skills for Living and Learning classes met standard. Areas for growth include 5th grade science, which had 70% passing, thus continuing a multi-year downward trajectory. As recently as 2016, over 80% of students passed the 5th grade science STAAR, and in 2017 and 2018, the passing percentage was in the mid-70s. This downward trend suggests the need for significant changes in our 5th grade science program. Further, although reading performance was at a multi-year high for Braeburn, with 71% of students reading approaches or higher, reading continues to be the primary focus area for Braeburn. Only 33% of students reached the "meets" standard, and only 14% of students reached the masters standard. The responsibility for increasing these reading scores on STAAR cannot simply rest on teachers in grades 3-5; rather, we need to work systematically and across all grade levels to close gaps before they open and to ease the transition from bilingual education into ESL.

While this data shows promise and points to clear next steps to push Braeburn's rating up, Braeburn's data paints a vastly different, and quite bleak, picture for where we are after a year and a half of pandemic life. In the spring of 2020, our students scored considerably lower on STAAR assessments. As shown in the chart below, our 3rd and 4th grade students scored 20-40 percentage points less than in 2018. A strength in our 2020 data is our 5th grade math and reading scores, which both only saw minor decreases.

STAAR-1P2Yr		English							
		20-21				18-19			
		Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr
G3	Math	101	34%	12%	4%	80	75%	45%	25%
	Read	102	37%	17%	8%	80	51%	19%	9%
G4	Math	114	23%	6%	4%	102	77%	47%	36%
	Read	114	33%	11%	6%	102	72%	40%	10%

G4	Read	114	33%	11%	0%	102	72%	40%	13%
	Write	113	26%	8%	0%	101	60%	28%	7%
G5	Math	83	67%	43%	29%	119	76%	52%	35%
	Read	83	60%	25%	10%	119	56%	27%	11%
	SCI	84	42%	13%	4%	119	66%	32%	14%

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

1. Feedback provided in EOY meetings with each staff member last year.
2. SDMC input at EOY meeting and during preservice.
3. Teacher input during preservice meeting after reviewing current data and trends over the years.

### 2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

1. PLC data meetings
2. individual teacher data meetings with admin
3. Teacher/Student data progress conferences
4. SDMC meetings

### 2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- School website
- Schoolwide Dojo account

The SIP was made available to parents by:

- Announcement on Dojo
- Link on homepage of website

We provide the SIP to parents in the following languages:

- English
- Spanish

## **2.4: Opportunities for all children to meet State standards**

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Highly qualified teachers
- Increased number of adults on campus to provide intervention (Literacy Now, additional TAs, student teachers each semester, reading interventionist)
- School-wide intervention hour- teachers will pull small groups during this time as well
- Multi-level PLCs so teachers can plan and reflect with peers to strengthen instructional skills

## **2.5: Increased learning time and well-rounded education**

Ways that we increase learning time and a well-rounded education for our students include:

- Tight systems for transitions that maximize learning time for students
- Consistent block routines to ensure balanced lessons that allow for direct instruction as well as time for students to practice their new learning daily
- Consistent investment in technology so that most students have their own device accessible during all classes each day
- 2 rotations of PE so students have more opportunity to move their bodies and develop strength
- Weekly guidance lessons led by the school counselor to build character and empathy
- Consistent use of Neuhaus for all students PK-3rd grade to strengthen English literacy skills and prepare bilingual students to transition to English instruction

## **2.6: Address needs of all students, particularly at-risk**

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: multi-level PLC meetings, common planning time, use of district formative assessments and snapshots to align lessons and assessments with appropriate rigor, district and external (Region 4, HCDE, Neuhaus) trainings
  - Proficient Tier 1 explicit instruction taking place in all content areas: follow the UPG resources found on the Hub, feedback from campus mentors (year 1 and 2 teachers) as well as campus admin, model lessons by admin, peer observations
  - Bi-weekly AT BATs: scheduled during preservice for each PLC
- Small Group Instruction based on student data needs: each content has time built in to their block routine for small group time, teachers pull small groups during intervention



hour at the end of the day, hourly lecturers and tutors provide additional instruction with an alternate curriculum for tier 3 students

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Leticia Rangel
- Title 1 Coordinator- Juan DeLeon

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- more frequent parent meetings
- as soon as possible, meetings will be held in person
- 1 meeting with the principal each quarter for parents to ask questions and share concerns
- more frequent announcements on Dojo
- short videos posted weekly on Dojo hosted by rotating campus staff (principal read aloud, art mini-lesson, character mini-lesson, etc)

### **3.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 23 (9am)
- Meeting #1 Alternate - September 24 (5pm)
- Meeting #2 - November 8 (9am)
- Meeting #2 Alternate - November 9 (5pm)
- Meeting #3 - February 9 (9am)
- Meeting #3 Alternate - February 10 (5pm)
- Meeting #4 - May 19 (9am)
- Meeting #4 Alternate - May 10 (5pm)

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Norma Sosa	Counselor, Bil	Title I	100